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Test: \_\_\_\_\_

Total: \_\_\_\_\_

# **HOMEWARD BOUND**

## **STUDENT HANDBOOK**

Property Of: \_\_\_\_\_

Group: \_\_\_\_\_ Date: \_\_\_\_\_



# INDEX

## HOMeward BOUND STUDENT HANDBOOK

<b>Introduction:</b> .....	Pages 2 - 3
<b>Homeward Bound Field Activities:</b> .....	Pages 4 - 32
<b>Vocational Awareness:</b> .....	Pages 33 - 40
<b>Solo:</b> .....	Pages 41 - 47
<b>Science:</b> .....	Pages 48 - 66
<b>Math:</b> .....	Pages 67 - 78
<b>English:</b> .....	Pages 79 - 90
<b>Social Studies:</b> .....	Pages 91 - 99
<b>Guidance/Counseling:</b> .....	Pages 100 - 116





## WHAT IS HOMEWARD BOUND?

The Homeward Bound Wilderness Program is a Massachusetts Department of Youth Services short-term residential program. It is for court-acquainted youths between the ages of 14 and 17 years old. It is located in Nickerson State Park, on Cape Cod.

The goal of Homeward Bound is to help you increase your skills in self-discipline, leadership, problem solving and teamwork.

About 305 students make their way through the program each year. It is 26 days long, with activities such as rock climbing, canoeing, sailing, rowing, hiking and a three-day solo experience, plus much more.

This program is very challenging, it is not supposed to be easy. It is a great test for anyone to make it through, but it will take patience, strength and desire from you to do this.

## HISTORY OF OUTWARD BOUND

The idea for the Homeward Bound Program comes from a similar program called Outward Bound. Outward Bound has courses all around the world.

Dr. Kurt Hahn, started the first Outward Bound School. He wanted to help young sailors to survive if they were ever forced to abandon ship. In the Outward Bound courses, the young men gained physical strength and endurance, group pride, self-confidence, and trust in others.

## GLOSSARY

SELF-DISCIPLINE	Being able to make yourself do something when you would rather be doing something else.
LEADERSHIP	To lead others in a certain direction. Any member of a group may be a leader by setting an example for the rest of the group
CHALLENGE	Anything daring or difficult which tests the personal strength of someone.
TEAMWORK	A group of people working together to reach a common goal



## STUDENT COMPLIANCE AGREEMENT

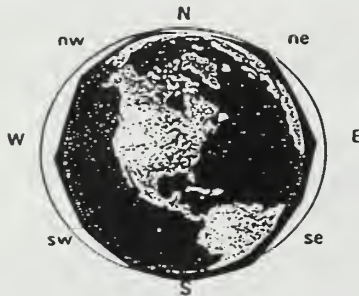
I understand and agree to comply with the following Homeward Bound regulations and throughout my entire participation in the program:

- 1) I will not use profane, obscene or abusive language or gestures.
- 2) I will not participate in damaging, in any way, any property whatsoever, whether private or public. (Graffiti is included in the definition of damaging property.)
- 3) I will care for all clothing, gear and equipment, and I understand that it is my responsibility to replace any lost or damaged (beyond the usual wear and tear) gear or equipment or clothing which is issued to me.
- 4) I will not be a part of any physical violence toward others or toward myself.
- 5) I will refrain from any "horseplay".
- 6) I will not steal.
- 7) In my relations with others, I will not indulge in any form of discrimination (racial, religious, etc.)
- 8) I will treat both the staff and my fellow group members with courtesy and good manners.
- 9) I will respect nature by not littering, injuring or killing plants or animals, or disturbing the natural environment in any way.
- 10) I will turn over to the staff immediately, any property, money or other items found while taking part in the program.
- 11) I will be helpful and supportive of others, and I will follow all instructions and program regulations during my stay at Homeward Bound

## ORIENTEERING

### History:

Orienteering is similar to the outdoor sport of cross-country running, but uses map-reading and direction-finding skills as the main focus of the event. It was introduced in Sweden in 1918 and spread throughout Europe where participants both ran and skied in an attempt to locate control points throughout the countryside. Early orienteering events did not allow the participant the use of a compass. Each competitor needed to rely on their ability to read a map and associate that information with what they saw on the ground (Terrain Association). Later variations of the sport allowed the participant the use of a compass which gradually increased the distance between the points the contestant had to reach. Modern orienteering is a global competitive sport and world championships are held annually.

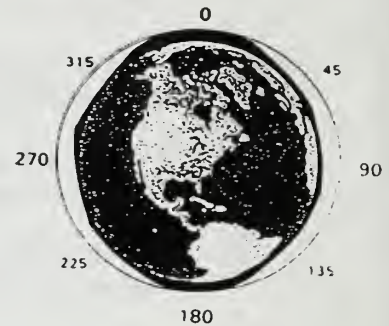


Magnetic North is located in northern Canada, south of the North Pole. This is where every compass points to.

Cardinal Points (shown in capital letters) are north, south, east, and west. These are the four major points of any map or compass and the angle between each is 90 degrees.

Intercardinal Points (shown in small letters) are the halfway points between north, south, east, and west. Between each cardinal point and intercardinal point is 45 degrees.

The Earth, if pictured as a circle, has 360 degrees. The North Pole is considered to be at zero degrees on a map. East, south and west are at 90, 180, and 270 degrees respectively. You can refer to the direction you wish to travel in two ways: 1) "To get to the ocean, I must travel east," or "To get to the ocean, I must travel at 90 degrees." Stated either way, you're talking about going in the same direction. The 90-degree point on a circle is the same as east on a map.



Direction of Travel Arrow



Red Magnetic Arrow

The compass, which is used to determine your direction of travel in degrees, always points towards the Magnetic North Pole. This is because each compass also has a small magnet within it which is attracted to this area in northern Canada. Therefore, if you travel north on your compass (0 degrees) you will get to the Magnetic North Pole and miss Santa's workshop by over a thousand miles. To use your compass to get to the North Pole will take a little math; however, you will not need to worry about that in this section.

### REMEMBER

0 degrees = North  
90 degrees = East  
180 degrees = South  
270 degrees = West

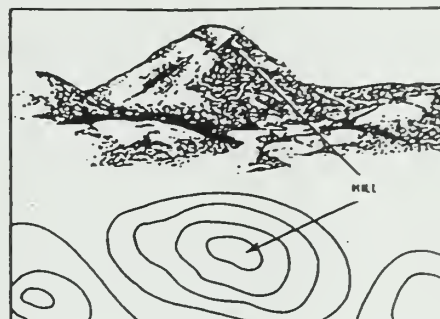
45 degrees = Northeast  
135 degrees = Southeast  
225 degrees = Southwest  
315 degrees = Northwest

## ORIENTEERING

When you look at a map, you see the ground as if you were looking straight down from an airplane; therefore, it is very difficult to tell what type of terrain feature you are looking at. Because of this, there needs to be a way of showing the terrain features you are looking for. All terrain features have contour lines (shown in brown on modern maps) which show the height of the feature in meters above sea level. If you are at the ocean and your toes are getting wet while you stand on the beach, then you are at sea level. It is the combination of these contour lines and how they are drawn on the map that tell you what terrain feature you are looking at.

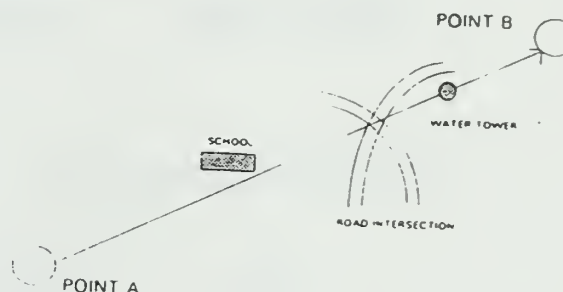
If you trace a contour line with your pencil, every part of that line is the same height above sea level. With a little practice you can begin to picture the contour lines forming into hills, ridges, saddles valleys and depressions.

Now that we have the basics down, its time to see if we can put it all together! In other words, how do you get from point A to point B without losing your way?



There are now only three more pieces of information you will need in order to use your map and compass and not get lost: Reference Points, Pace Counts, and Azimuth.

Reference Points are permanent objects that are drawn on a map and that you can also see on the ground. Man-made objects like water towers, buildings or road intersections are very good examples of reference points because they do not move. Lakes, ponds or terrain features do not make good reference points because they can change due to the weather or even construction (taking down a hill to build a road is a good example)



We use Reference Points to make sure we are traveling on the right Asimuth (direction shown on the compass) that we wish to on our compass. For example, if the azimuth is 45 degrees from point A to point B, we will use a compass to make sure we stay on 45 degrees, but the Reference Points we choose will be a good check to make sure we are still on course.

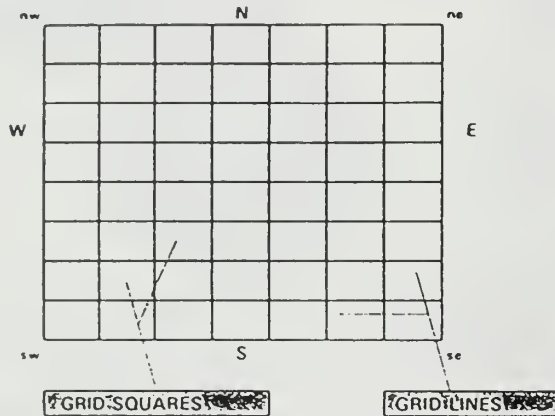
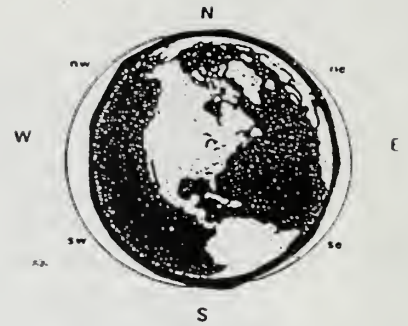
END ZONE
10 yards
20 yards
30 yards
40 yards
50 yards
60 yards
70 yards
80 yards
90 yards
100 yards
END ZONE

One pace = 1 step that you take while you are walking at a normal speed. A pace count is the number of steps that it takes you to walk a known distance, such as a football field. From one End Zone to the other, the distance is 100 yards. If you walk this distance at a normal speed and in a straight line and it only takes you 100 paces to get from one end to the other, then your pace count is said to be 100. Remember, you must do this on a known distance. Now, let's say that from point A to point B it is 1,000 yards, or 10 football fields in length. By knowing what our pace count is, we will be able to tell how far we have walked from point A and how far it is from point B. By using Reference Points, Pace Counts, and your compass, you are almost guaranteed to get to where you wish to go.



## ORIENTEERING

The Earth is an extremely large place and most people will only ever travel in a very small portion of it. In order to do this and get to where you wish to be, the earth has been equally divided into many small sections and drawn on paper as maps. These maps are a true representation of what the Earth looks like if you were to look straight down from an airplane.



Modern, up-to-date maps have lines drawn north to south and also east to west. These are called Grid Lines, and they form many equal areas called Grid Squares. Because most modern maps use the metric system, each Grid Square is exactly 1,000 meters from north to south and exactly 1,000 meters from east to west. Remember, since all four sides are of equal distance, each area is a perfect square. You can think of each Grid Square as being small maps joined together to make a large map.

Each map contains five basic colors:

BLUE	= Water such as oceans, ponds, rivers, etc.
BLACK	= Man-made objects such as houses, schools, churches, etc
GREEN	= Vegetation such as parks, forests, grasslands, etc
RED	= Major roads such as highways
BROWN	= Contour lines which represents high above sea level

Although you will see other colors on maps (i.e. white; developed land without vegetation), the five basic colors are the most commonly used in order to keep everything simple

Each map also contains five basic terrain features. a terrain feature is naturally formed land mass

HILL	= a rise in the land
RIDGE	= a group of hills
SADDLE	= The dip between two hills
VALLEY	= Ground bordered on both sides by higher ground
DEPRESSION	= A hole or deep gouge in the land

## ORIENTEERING QUESTIONS

1. T or F The four cardinal points on a map are North, South, East and West? \_\_\_\_\_
2. What are the four intercardinal points? \_\_\_\_\_
3. How many degrees are there between cardinal points? \_\_\_\_\_  
How many degrees are there between intercardinal points? \_\_\_\_\_  
How many degrees are there between cardinal and intercardinal points? \_\_\_\_\_
4. If you know North by using your compass, you will get to the North Pole? \_\_\_\_\_
5. Match the following:

North	Major roads and highways on a map
West	A rise in the land on a map
South	180 degrees
Red	Contour lines on a map
Brown	A group of hills on a map
Green	0 degrees
Ridge	Ground bounded on both sides by higher ground
Hill	Vegetation on a map
Valley	270 degrees
6. What is a grid line? \_\_\_\_\_
7. What is a grid square? \_\_\_\_\_
8. T or F There are seven basic terrain features and colors on a map. \_\_\_\_\_
9. Write a small paragraph about the history of orienteering. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Name three good reference points.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
11. Contour lines represent the height of a terrain feature and meters above \_\_\_\_\_ level
12. What is your pace count? \_\_\_\_\_

ORIENTEERING QUESTIONS (Cont'd)

13. Describe how you get your pace count. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. What is an azimuth? \_\_\_\_\_
15. T or F : Grid squares are the same distance running North to South as they are running East to West.  
\_\_\_\_\_

## Taking care of your body

A listing of what these problems are, how you can stay away from them, and what to do when you have them, are included on the next pages.

### COMMON HEALTH PROBLEMS

#### 1. HEAD LICE

These are tiny insects which attach to hair and feed on human blood. Anybody may catch them because they can move by contact with others, and through clothing, combs, and bedding. If you have them, you'll have a lot of itchiness.

Special shampoos are used to get rid of lice. Some of these shampoos you can get at drug stores without a doctor's order. If these do not work, see a doctor.

#### 2. ACNE

This is also called pimples. They can be found on the face, neck, chest, shoulders and upper back. They occur when dirt gets into your skin pores and blocks them up.

#### 3. BLEEDING GUMS AND CAVITIES

These are caused by a buildup of plaque on the gums and/or teeth. Plaque is a thin, sticky layer of old food particles that eats away at the protective coating on your teeth. It also can erode the gums.

Daily brushing and flossing of teeth and gums, and yearly dental checkups will help to keep you from getting this. See a dentist if you think you may have cavities or bleeding gums.

#### 4. HERPES COLD SORES

These are caused by an infection, usually involving the mouth, lips, parts of the outer eye, and the genitals. The sores are fluid-filled and painful, as well as contagious.

There is no cure, but a doctor can tell you if you have herpes cold sores and give you medicine for pain relief. The sores usually heal after 21 days.

#### 5. MUSCLE ACHES, STRAINS

They occur because of overuse of a muscle or muscle group. They cause cramping, pain, and for a few days, weaken the muscle. A muscle strain can also occur if a muscle has been stretched farther than normal.

Cold packs should first be applied, and then for the next few days, heat will help to lessen the pain and cramping.

#### 6. SCRATCHED MOSQUITO BITE OR SPIDER BITE

Insect bites normally do not need medical treatment. If they are scratched and opened, they can become infected, and then need a doctor's attention.

To help prevent insect bites from infection, you must not scratch them. To help soothe the itchiness, apply Calamine Lotion or special insect bite creams. If infected, see a doctor.



## Taking care of your body (Cont'd)

### 7. LICE IN THE ARMPITS

Same as #1 and #10

### 8. SCABIES (itch mite)

A mite is an insect so small you can't see it. It burrows under the skin and lays eggs there. It causes intense itching, mostly at night and is usually found in these areas: between fingers, wrists, underarms, breasts, genitals, waistline, and lower buttocks. It is highly contagious through direct contact with infected person. Extreme itchiness occurs mostly at night. Often see threadlike burrows on skin.

If you think you have this, a doctor can help you get rid of it.

### 9. LOWER BACKACHES AND STRAINS

These can happen due to overuse or misuse of back muscles for lifting and reaching. Rest, heat and firm sleeping area are helpful. (See #5)

### 10. CRABS

Are a type of lice that live mainly in the pubic hair of the genitals. They are usually passed from person to person by sexual contact. They are generally hard to see. Itching is intense if you have them, especially at night.

A doctor must be contacted so that a special shampoo can be given out for treatment.

### 11. URINARY TRACT INFECTION (UTI) AND GONORRHEA

A burning feeling when urinating, redness and tenderness and swelling at the tip of the penis, and a pus-like discharge are all signs of a Urinary Tract Infection or Gonorrhea. These infections are passed from person to person by sexual contact.

It is important to see a doctor as soon as possible so that a medication can be given. If left untreated, the infection can spread to other parts of the body.

### 12. See #4

### 13. INFECTED CUTS OR SCRAPES

An infection is when the body's natural way of healing itself is taken over by some type of disease. The basic signs of infection are redness, heat, pain, and tenderness at the site of the infection, as well as fever, swelling, and less use of the infected area.

To avoid infection, a cut, scrape or any opening should be first washed with soap and rinsed with clean water. Then a bacteria-fighting ointment should be applied. To help keep the wound clean, a bandage should also be put on.

If the given signs of infection remain for over 24 hours, see a doctor.

## **Taking care of your body (Cont'd)**

### **14. ATHLETES FOOT**

This is an infection which occurs between the toes and underside of the foot. Itching and peeling are the usual early signs, along with redness, puffiness and tenderness. Athletes foot occurs often in warm weather when feet sweat a lot.

To avoid getting Athletes foot, you should wash daily with care, drying especially between the toes. Daily applying of foot sprays and powders are a good treatment for most Athletes feet. If it remains for more than three weeks with the use of treatment aids, a doctor should be contacted.

### **15. PUNCTURE WOUND INFECTION (Tetanus)**

Tetanus is also known as "lock-jaw". It is a serious disease caused by deep puncture wounds.

All puncture wounds should be checked by a nurse or doctor. A tetanus shot will protect you from this disease. The shot is good for 10 years. After 10 years you should be revaccinated.

### **16. INFECTED BLISTER (See #13)**

Open blisters are easily infected. If you have a blister, every day you should clean and soak it, apply fresh ointments, and cover it with a clean bandaid.

If it becomes infected, special treatment is needed from a nurse or doctor.

### **17. INGROWNTOENAIL**

This occurs when the edge of the toenail grows into the skin. It can be very painful and cause tenderness, redness, and sometimes a pocket of pus or pus drainage. Ingrown toenails can happen because of either poorly fitted shoes, or improper cutting of the nails.

To relieve the pain and tenderness, the toe should be soaked in warm water with Epsom Salts three times a day. If an infection occurs, see a nurse or doctor.

### **18. BODY LICE**

These small insects live off the body of another organism -- in this case, the human body. They are usually found in big groups and they survive in unclean areas of the body. They cause heavy itching and leave bites that look like small red dots. The bites are usually located on the shoulders, stomach and buttocks.

The bites can become infected and also, since the lice can carry serious diseases, a doctor should be contacted if you have them.

## TAKING CARE OF YOUR BODY

1. What is personal hygiene? \_\_\_\_\_  
\_\_\_\_\_
2. Five important practices of good health are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. What is plaque? \_\_\_\_\_
4. What treatment is used to soothe the itchiness of insect bites? \_\_\_\_\_  
\_\_\_\_\_
5. What is the correct treatment of crabs? \_\_\_\_\_  
\_\_\_\_\_
6. The four basic signs at the site of an infection are:
  - a. \_\_\_\_\_ b. \_\_\_\_\_
  - c. \_\_\_\_\_ d. \_\_\_\_\_
7. A puncture wound should always be checked by a doctor or nurse to protect yourself against \_\_\_\_\_ infection
8. Give the name of two health problems and how they can be treated

PROBLEM	TREATMENT
a. _____	_____
b. _____	_____

## FIRST AID

One of the most important skills a person can develop is the knowledge of what to do when someone is injured or sick. An emergency can occur at anytime, usually when we do not expect it. Someone can stop breathing; be badly burned; bleed severely, or go into shock. It could be a member of your family, your girlfriend/boyfriend, or a stranger. What action you take could determine whether that person lives or dies. Therefore, an understanding of basic first aid is essential if you are to know what to do.

First aid is the immediate care given to a person who has been injured or has suddenly taken ill. The following is a brief description of first aid for various situations you may encounter.

There are four important priorities of first aid:

1. Rescue the victim from a dangerous situation (if there is one). For example, a dangerous situation may be a burning building.
2. Maintain open airways - By gently lifting the chin or tilting the head to the side.
3. Control severe bleeding - A person can bleed to death in 30 seconds.
4. Treat for shock - Sometimes shock can be more dangerous than the injury.

Always remember one of the most important treatments the first-aider can provide is to give encouragement to the victim. You can do greater harm to the victim by making the person more upset by telling him how badly he is hurt. Above all, the first-aider should stay calm and keep a clear head so he/she can act wisely.

### SOME BASIC FIRST AID TECHNIQUES:

AIRWAY If a person is having trouble breathing, place one hand under the victim's neck and the other hand on the victim's forehead and tilt the head back. This opens the airway so the person can breathe easier.

BREATHING The average person may die in six minutes or less if his oxygen supply is cut off. Therefore, if a person has stopped breathing, artificial respiration should start as soon as possible

#### Mouth-to-Mouth Method

- 1 Determine consciousness by tapping the victim and asking, "Are you O K ?"
- 2 Tilt the victim's head backward so that his chin is pointing upward
- 3 Place your cheek and ear close to the victim's mouth and nose. Look at the victim's chest to see if it rises and falls, and listen and feel for air to be exhaled for about 5 seconds.
- 4 If there is no breathing, pinch the victim's nostrils shut with the thumb and index finger of your hand which is pressing on the victim's forehead
- 5 Blow air into victim's mouth Make sure you seal your mouth tightly around the victim's mouth
  - a Give 2 full breaths allowing the lungs to fully dilate (empty) between each breath
  - b Again, look, listen, and feel for exhalation of air and check the pulse for at least 5 seconds.



## FIRST AID (Cont'd)

6. If there is a pulse and no breathing, provide **AT LEAST** one breath every 5 seconds (or 12 per minute).
  - a. Stop blowing when victim's chest is expanded.
  - b. Watch the chest to see that it falls.
  - c. Repeat cycle until person starts breathing on his own.

BLEEDING - Stop bleeding immediately and protect the wound from contamination. Stop the bleeding by doing the following:

1. Direct Pressure - apply pressure with the palm of your hand. If you have a bandage, place it over the wound while maintaining the pressure.
2. Elevation - elevate the part of the body where the wound has occurred. Remember, it is harder for blood to flow uphill.

NOTE: Never remove a bandage if it is soaked with blood. This could interfere with the coagulating of the blood.

## FIRST AID FOR CHOKING:

When a person's airway is completely blocked he cannot speak, breath or cough. He will grab his neck, which is the universal choking sign. Quick action by the first-aider is vital.

There are two techniques for opening an obstructed airway: Manual Thrusts and Finger Sweep.

1. Manual Thrust consists of a rapid series of four thrusts to the upper abdomen or lower chest which forces air out of the lungs.

### Victim Standing or Sitting:

- a. Stand behind the victim and wrap your arms around his waist
- b. Grasp one fist with your other hand and place the thumb-side of your fist against the victim's abdomen, in the midline between the waist and the rib cage.
- c. Press your fist four times into the victim's abdomen with a quick inward and upward thrust

### Victim Lying

- a. Position the victim lying on his back with your knees close to his hips. Open the airway and turn head up
- b. Place the heel of one hand against the victim's abdomen, in the midline between the waist and the rib cage
- c. Move forward so that your shoulders are directly over the victim's abdomen.
- d. Press into the victim's abdomen with a quick inward and upward thrust (6 to 8 times)

## FIRST AID (Cont'd)

### 2. Finger Sweep

- a. With the head up, open the victim's mouth by grasping the tongue and lower jaw between your thumb and fingers and lifting. This will draw the tongue away from the back of the throat and away from a foreign body which might be lodged there.
- b. Insert the index finger of your hand along the inside of the cheek and deeply into the throat to the base of the tongue, then use a hooking action to sweep the object out of the throat.

### FIRST AID FOR SHOCK

Shock may follow ANY injury. Always treat for shock. The victim, if conscious, may feel weak, listless, and may faint in the upright or sitting position. The skin is cold and clammy, the pulse weak and rapid.

1. Place the victim flat on his back with head LOWER than his feet. If there are complicating head or chest injuries, keep the victim flat with head and chest slightly elevated.
2. Keep the patient warm with all available clothing. Try to maintain a normal body temperature. Don't over-heat victim.
3. Eliminate contributing factors:
  - a. Control hemorrhage
  - b. Relieve pain
  - c. Avoid rough handling
4. Get medical help as soon as possible.

### FIRST AID FOR BURNS

A burn is an injury that results from heat, chemical agents or radiation. It may vary in depth, size and severity, causing injury to the cells in the affected area. Burns are usually classified as 1st, 2nd, or 3rd degree, according to depth or degree of skin damage. Often the degree will differ in various parts of the same affected area.

The usual signs are:

1. Deep tissue destruction
2. White or charred appearance (at first this burn may resemble a second degree burn)
3. Complete loss of all layers of the skin
4. Loss of sensitivity in the injured area.

### Treatment

1. Do not remove adhered particles of charred clothing
2. Cover burns with thick sterile dressings (Telfa pads)
3. If hands are involved, keep them above the level of the victim's heart
4. Keep burned feet or legs elevated. Keep immobilized
5. If burn occurs on the face, keep the victim propped up

## FIRST AID (CONT'D)

### Treatment (Cont'd)

6. Monitor respiration, keep airway clear
7. Evacuate immediately
8. Give fluids if the patient is conscious and not vomiting:
  - 1 level tsp. of salt
  - 1/2 level tsp. of baking soda per quart of warm water
  - Allow patient to sip slowly
9. Do not apply any solutions to the injured area
10. Do not place hands under running water.

### A. FIRST DEGREE

Cause: First degree burns are those resulting from over-exposure to the sun, light contact with hot objects, or scalding by hot water or steam.

The usual signs are:

1. Discoloration or redness
2. Mild swelling and pain
3. Rapid healing.

Treatment:

1. Submerge burned area in cold water
2. Apply cold water applications
3. Apply a dry dressing, if it is necessary.

### B. SECOND DEGREE

Cause: Second degree burns are those resulting from a very deep sunburn, contact with hot liquids, flash burns from gasoline, kerosene, and other products.

The usual signs are:

1. Severe pain
2. Greater depth than 1st-degree burns
3. Red appearance
4. Considerable swelling over a period of several days
5. Wet appearance over the skin surface, due to plasma loss.

Treatment:

1. Immerse the burnt part in cold water until pain subsides
2. Apply sterilized cloths that have been wrung out in ice water
3. Blot dry
4. Apply a dry, sterile Telfa pad as a protective bandage
5. Do not break blisters or remove tissue
6. Do not use an antiseptic preparation, ointment, spray or home remedy
7. If arms or legs are affected, keep them elevated



### C. THIRD DEGREE

Cause: Third degree burns can be caused by a flame, ignited clothing, immersion in hot water, contact with hot objects, or electricity. The extent of tissue destruction is determined by the Temperature and duration of contact.

Treatment:

1. Do not remove adhered particles of charred clothing
2. Cover area with thick, loose, dry, non-sticking sterile material.
3. Do not immerse or apply ice water, may intensify shock symptoms.
4. Arrange transport to hospital **ASAP**.

### D. CHEMICAL BURNS

Treatment:

1. Wash away the chemical with large amounts of water as quickly as possible and for at least 5 minutes
2. Follow First Aid directions on container of contents, if available
3. Apply a dressing bandage
4. Get medical help.

### E. CHEMICAL BURNS OF THE EYE

1. Turn victim's head to the side, hold eyelids open and pour water from the inner corner of the eye outward
2. Be careful not to wash chemical into the other eye
3. For acid burns, wash for at least 5 minutes
4. For alkali burns, wash for at least 15 minutes
5. Cover the eye with a dry, clean protective dressing (don't use cotton) and bandage in place
6. Do not allow the victim to rub his/her eyes
7. Seek medical help immediately

### EMERGENCY RESCUE AND SHORT DISTANCE TRANSFER

If transfer is necessary before a stretcher can be provided, a blanket can be placed under a person to lift and carry him/her a short distance. A blanket should never be used if there is a suspected fracture of the neck or back. If the person's body is to be turned, it is to be done in such a way that no twisting or side-to-side motion of the neck or back occurs.

1. Place the blanket under the victim from the side

Allow about two-thirds (2/3) of the blanket to fall in folds or pleats beside the victim. Then place the folded portion against the body. Grasp the victim at his hips and shoulders and gently roll him away from the blanket.

Push the folded part of the blanket as far under the victim as possible and roll him/her back over the folds. Pull the blanket on through. This will place the victim in the middle of the blanket, which can then be used to lift him/her onto a stretcher or carry him/her to safety.

## **FIRST AID (Cont'd)**

### **EMERGENCY RESCUE AND SHORT DISTANCE TRANSFER (Cont'd)**

#### **2. Blanket Lift:**

- a. Roll the blanket tightly at the sides until it's snug against the side of the victim.
- b. Two persons at the victim's shoulders, grasp the blanket with one hand at the shoulder and the other hand at the lower back. The two persons at the lower part of his/her body grasp the blanket with one hand at his/her hips and the other hand at his/her legs. One person holds the head firm.
- c. At a signal, the persons holding the blanket lean back (away from the victim). This action lifts the victim from 6 to 8 inches from the floor so that a stretcher can be placed underneath.
- d. When lifting the victim, his/her entire body should be kept in a straight line and immobile.

In all lifts, the leader gives the orders: "Prepare to lift"; and then, "Lift" - and the victim is lifted to the knees.

The command, "Prepare to stand" is followed by the command, "Stand", and all carriers stand erect with the victim.

## FIRST AID QUESTIONS

1. What are the first four priorities of first aid?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. What are two things you would do if you cut your arm and you were bleeding severely?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. If you had a first or second degree burn, what are two things you would do to treat it?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

4. List four signs of shock.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. List two things you would do for a person who is choking.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

6. Describe what you would do if you found a person who was not breathing, was bleeding badly, and had a broken leg and there was no one else around.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CAMPCRAFT

### KNOTS

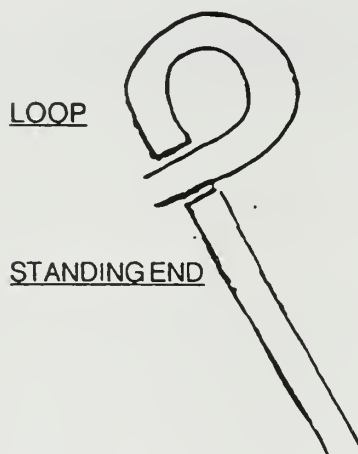
PURLON: A nylon strand rope made to withstand excessive pressure. Unlike other ropes, purlon does not have a continuous strand, reducing the climber's "tug" and providing a small amount of stretch.

MANILA: Woven from vegetable fiber, used for climbing, camping and water activities.

PARACHUTE CORD: 1/4" width. Dependable in packing, tenting; should be cut with a pocket knife or razor, ends sealed with the flame of a match.

BITE: The point where the knot "takes".

LEAD END: Used to form the knot, opposite from the standing end.



BITE: The point where the know "takes"

LEAD END: Used to form the knot opposite from the standing end.

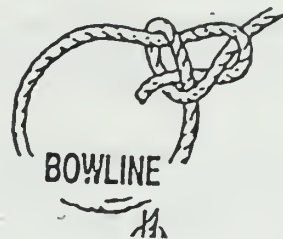
SQUARE KNOT: Holding one rope in each hand, cross the right lead over the left, then tuck it under and over the standing part, forming a "twist". Now cross the left lead over the right, tuck it through the inside of the "oval" and tighten both leads



SQUARE KNOT

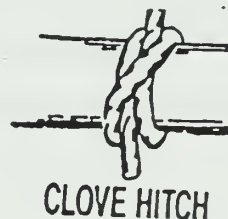
BOWLINE KNOT:

Form a loop in the standing part, then follow the second drawing. (See Square Knot).



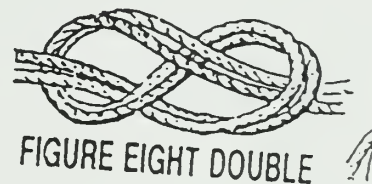
CLOVE HITCH:

A simple knot used to tie off tent cords; easy to untie.



DOUBLE FIGURE EIGHT:

Absolutely dependable, used as a safety know in climbing. Double the rope to form a loop end, turn the loop back under the standing ends. Bring the lead end (the loop) back over the standing end, and through the second loop from beneath



TAUT LINE HITCH.

An adjustable knot, used to shorten or lengthen a length of rope. Used to adjust tent tie-offs



## KNOT TEST

Have your instructor or assistant check you on your ability to actually tie the following:

1. Square Knot \_\_\_\_\_
2. Bowline Knot \_\_\_\_\_
3. Clove Hitch \_\_\_\_\_
4. Double Figure Eight \_\_\_\_\_
5. Taut Line \_\_\_\_\_

Instructors will initial on blank lines.

6. Which knot is the most dependable?

\_\_\_\_\_

7. Which knot is adjustable?

\_\_\_\_\_

8. What is the "bite"?

\_\_\_\_\_

9. The two ends of a knot are called

\_\_\_\_\_

\_\_\_\_\_

## ROCK CLIMBING

The art/skill of rock climbing grew out of mountaineering. People trying to get to the top of a mountain were occasionally faced with unavoidable cliffs. Since their desire to reach the summit was greater than their fear of falling, the art of rock climbing was born.

By trial and error, near misses, and death, the techniques of rock climbing slowly evolved. Systems for belaying (belay: to secure) were refined, thereby allowing harder climbs to be attempted.

### Belaying Contract

A formal agreement between two people. One person being the climber (C) and the other person being the belayer (B).

C: "On Belay?"

B: "Belay On."

C: "Climbing?"

B: "Climb!"

### Other Commands

C: "Up rope!"

C: "Slack."

### Top of Climb

C: "Off Belay!"

B: "Belay Off!"

C: "Thank you!"

These terms are formal and must be said exactly at full volume. The belay contract helps insure that safety is maintained during climbs.

### Rappelling

Rappelling or abseiling is a way of descending a cliff with the aid of a rope. There are many kinds of rappels. Most are fun, but dangerous if set up by anyone but an expert.

### Tools of Climbing

Helmets are worn to protect the head.



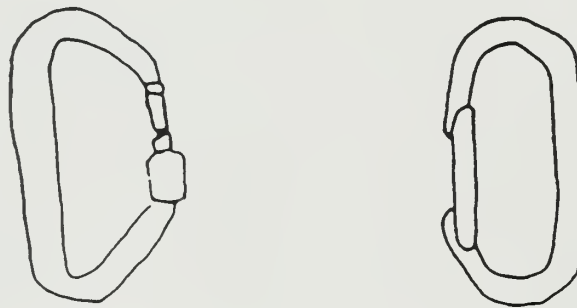
**Tubular Webbing:** A woven nylon piece of rope that is used for slinging anchors. Its strength is approximately 5,000 lbs.

**Harness:** A stitched nylon waist belt worn by the climber that is used to secure the rope to the climber. **NOTE:** It is extremely important to make sure that the harness buckle is doubled back.

**Kern Mantle Climbing Rope:** A nylon rope with a woven sheath on the outside which protects the braided inner core. These ropes are extremely strong; they are impossible to break in any climbing application. These ropes are dynamic which means they are made to stretch a little bit to prevent the climber from being jolted. It is extremely important not to step on the rope because particles of soil can be worked into the rope and then weaken it internally. That is why if you accidentally step on the rope, you must say, "Sorry, Mr. Rope."

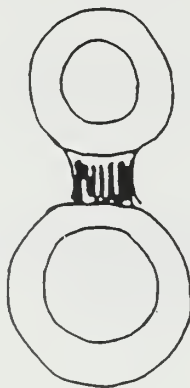
**Carabiners:** Spring-loaded links which clip onto the rope.

**Locking Carabiner:** A carabiner with a locking sleeve which prevents it from accidentally opening.



**Figure 8 Descender:** A friction device for rappelling.

**Tuber:** A braking device that is used for belaying and rappelling.



### ROCK CLIMBING QUESTIONS

1. A \_\_\_\_\_ contract is a formal agreement between two people.
2. \_\_\_\_\_ is a way of descending a cliff with the aid of a rope.
3. A \_\_\_\_\_ seat is a sling secured around the waist and legs of a climber.
4. What does a belayer do when he hears the word "Falling"?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. A nylon rope which can hold approximately 5,000 lbs. is called a  
\_\_\_\_\_
6. The climber begins the belaying contract by stating "On Belay"? The belayer then states:  
\_\_\_\_\_
7. To protect their "fragile eggs", climbers wear  
\_\_\_\_\_
8. If you begin to fall when climbing, you should immediately grab your rope and hold on. True or False  
Explain.  
\_\_\_\_\_  
\_\_\_\_\_
9. Rock climbing is a very challenging experience. In a paragraph state two things which you learned from rock climbing and tell why they may help you overcome other challenges in life.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## BOATING

Boats by themselves are pretty simple; it's water that makes them tricky. It makes them fun, and it makes them a problem. It moves them around and up and down like an amusement park ride, sometimes so smoothly you just relax and soak up the sun with your friends, and sometimes so roughly you have to work hard as a team to get things done. That part is fun. The problem part is not being able to get out and walk away from a bad mistake, uncomfortable weather, or people who get on your nerves. You're stuck! Staying happy in a boat means being prepared for anything and being just as "laid back" as you can in dealing with your boat mates.

### Pulling Boats - Sailing Ketches

These 30-foot boats are made to be rowed or sailed. They are very seaworthy and safe. They cannot be tipped over or sunk. They are made from the best materials (oak, cedar, bronze and steel) and there are huge compartments full of foam for good flotation. The boats were built in the mid 70's on the coast of Maine, at a cost of \$10,000 each. YOU CAN TRUST THESE BOATS. THEY ARE SAFE.

#### A. Rowing

Some groups like it more than sailing especially when there is no wind. It can build unbelievable spirit in the brigade.

##### 1. Position

Skipper: Gives commands, assigns jobs for the crew and steers the boat.

Bow-Watch: Handles the anchor and reports hazards.

Oarsmen: Up to 10 people who row the boat.

##### 2. Commands (Given by the Skipper)

Fit Oarlocks	Put in sockets, tie to boat.
Up Oars:	Stand on end, blades up, and thwart at a time.
Let Fall:	Carefully lower into oarlocks.
Oars.	Hold out straight to side blades flat
Stand By to Give Way	Blades back ready to row
Give Way Together:	Blades dip on word "TOGETHER", pull back in full stroke
Stroke:	Dip and pull only when on command.
Hold Water:	Dip oar straight to side and hold hard in place to stop boat
Back Water Together.	Same as "giveway", but backwards.
Cross Oars	Lay across gunwales to rest
Secure Oars.	Lay along center line of boat, blades forward and tie down
Secure Oarlocks:	Very important to avoid injury

## BOATING (Continued)

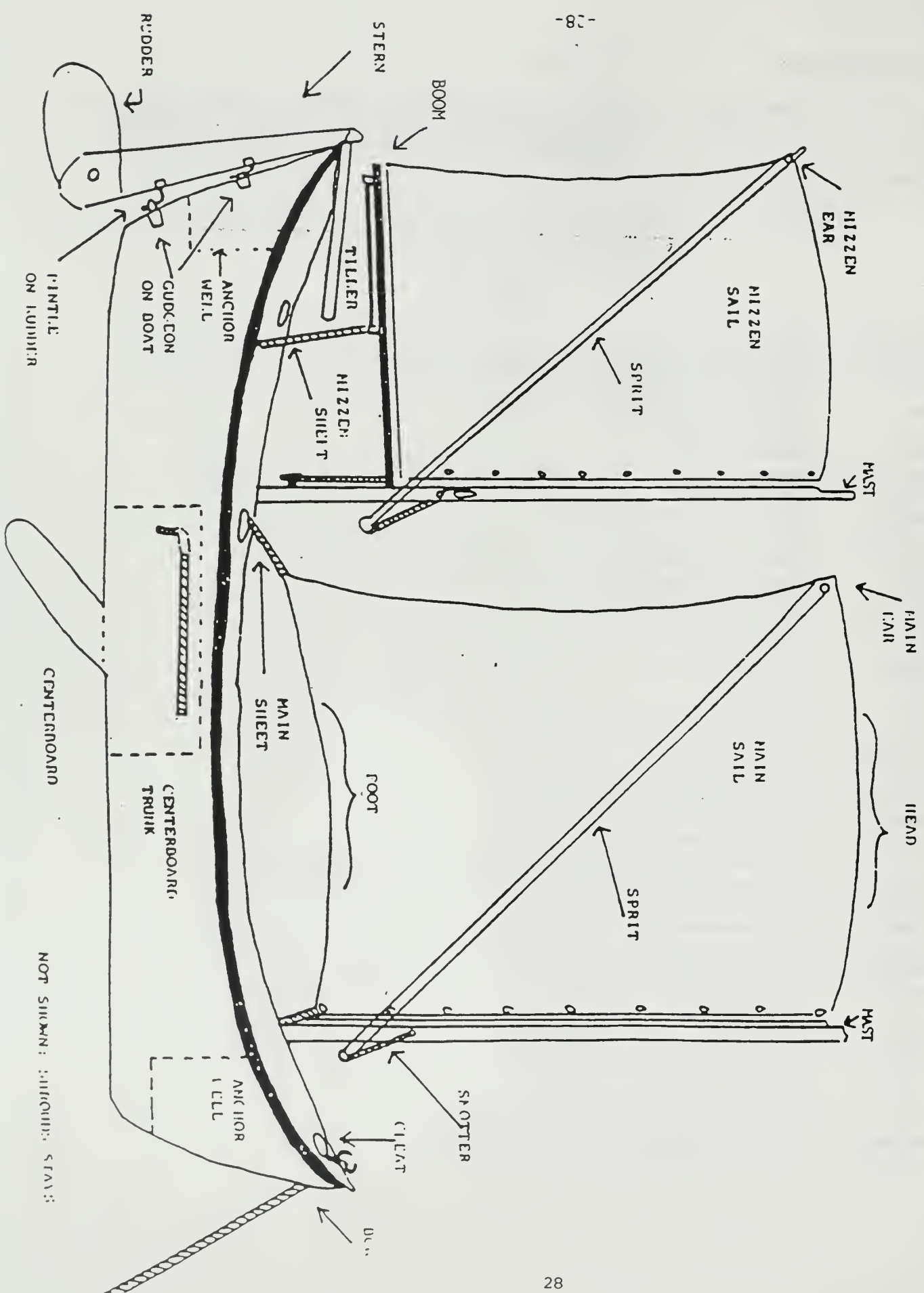
Coming About: This is changing direction while beating so that the wind comes from the other side of the boat. Skipper does the following: 1) Says "ready about" to alert the crew; 2) pushes the tiller toward the sail and says "hard alee".

Jibing: Changing the sails from one side to another when running. Jibing can be dangerous if the crew are not ready when a jib takes place. If you're asleep during jib, the sail can hit you and put you into the water.

### Boating Terms

Aft:	Toward "Stern"
Anchor:	Holds boat because of shape, not weight (only 13 lbs.)
Bail:	Bucket or pump water out.
Bilge:	Area below water line, where water collects.
Boom:	Holds bottom edge of sail.
Bow:	Front part of boat.
Buoy:	Floating marker.
Capsize:	Overturn - bad!
Cast Off:	Let go, and sometime push away.
Centerboard:	Wood or metal board lowered on hinge under boat to stop "leeway"
Chock:	A fitting that guides lines.
Cleat:	A fitting with horns that secures lines.
Draft:	Depth of boat below water line.
Fend Off:	Keep from bumping.
Fore:	Toward bow.
Halyard:	Line that hauls up a sail.
Heel:	lean to side.
Helm:	"Tiller"
Knot:	One "nautical mph", or 1.2 land mph.
Lee-Ward:	Away from wind.
Luff:	Front edge of sail.
Mizzen:	Back mast, smaller than main mast.
Mooring:	Huge permanent anchor.
Peak:	Top back corner of sail.
Port:	Left side of the boat when facing the bow
Rudder:	Flat board on hinge that steers boat.
Secure:	Put away, tie down or make safe
Sheet:	Line used to pull and hold sails side to side
Ship Shape:	Neat, good condition.
Starboard:	Right. Looking forward
Stays:	Lines holding masts in position
Stern:	Back part of boat
Stow:	Put in place
Tack:	Bottom front corner of sail; also to zig-zag
Thwart:	Boat seat.
Tiller:	Strong thin shaft that turns rudder
Way:	Boat movement Headway, lee-way, sternway
Windward:	Toward the direction from which the wind comes
Yes-I-Can:	What to tell yourself when you think you can't

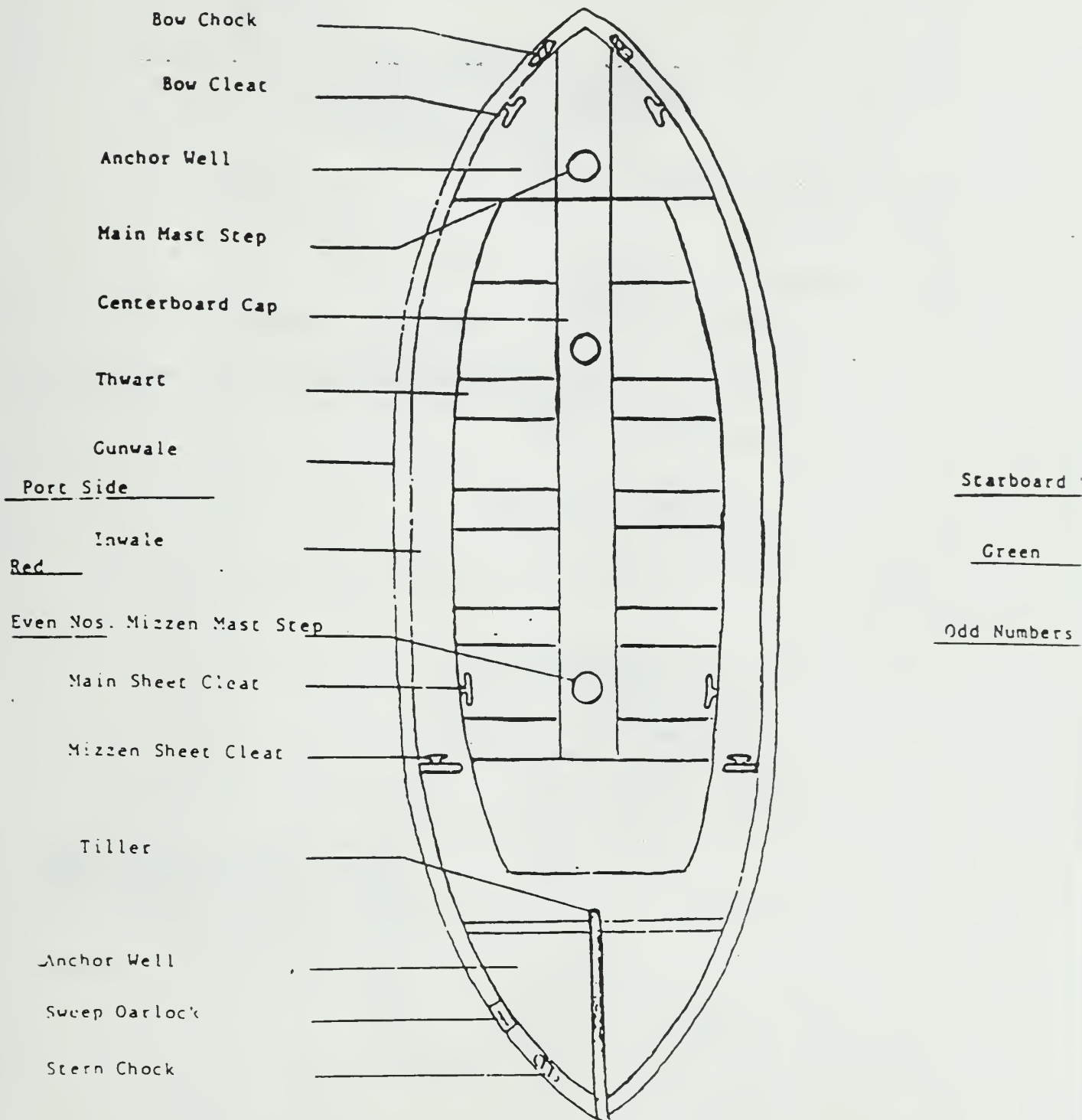
FIGURE 10. FIVE-PULLING BOAT





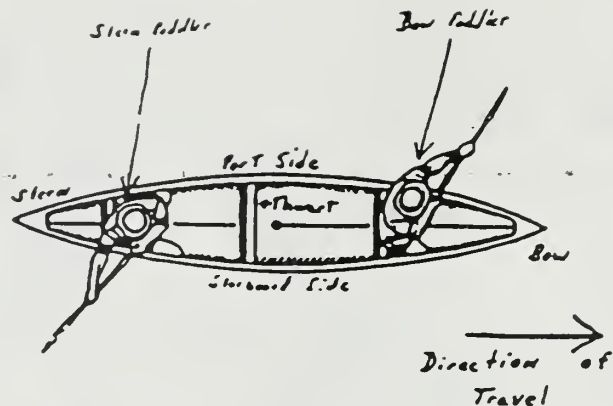
Pulling Boat

Row



## BOATING (Continued)

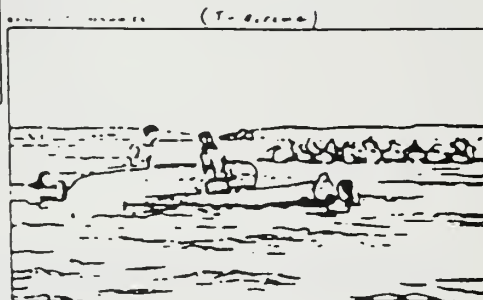
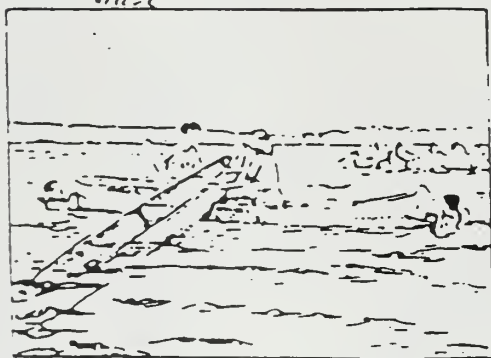
### C. Canoeing



### Positions

Bow-paddler: Use the power (front) stroke and the back stroke.

Stern-paddler: Is in command of the boat and uses the C, J power and back strokes. This person also does all the ruddering.





## • CANOES •

LAUNCH



RAFTING



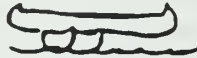
"T" RESCUE 1.



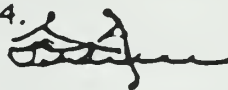
2.



3.

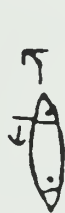


4.



## • STROKES •

↑ FORWARD



SWEEP



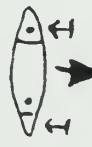
BACKWATER



"J" STROKE



PRY



DRAW

## BOATING QUESTIONS

1. The pulling boats/sailing ketches are how long? \_\_\_\_\_
2. Give three good reasons why you can trust the safety of the pulling boat/sailing ketches.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. The \_\_\_\_\_ handles the anchor and reports hazards.
4. The \_\_\_\_\_ is the line that hauls up the sails.
5. Three types of sailing used here are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. The \_\_\_\_\_ is in command, and does all the ruddering in the canoe
7. A way that one canoe rescues another capsized canoe is called a \_\_\_\_\_
8. Name the parts of the boat (SEE DIAGRAM ON NEXT PAGE AND PAGE \_\_\_\_)

- |         |          |
|---------|----------|
| 1 _____ | 9 _____  |
| 2 _____ | 10 _____ |
| 3 _____ | 11 _____ |
| 4 _____ | 12 _____ |
| 5 _____ | 13 _____ |
| 6 _____ | 14 _____ |
| 7 _____ | 15 _____ |
| 8 _____ | 16 _____ |

## GETTING A JOB

**NOTE:** You may read this section, but do not fill out any questions or applications. This work will all be done with the teacher.

Finding a job you like, and one that pays well, can be as easy as 1-2-3. In this section of your handbook you will find the process of getting a job is broken up into three steps.

1. The first step is searching for job openings and picking out a few that interest you.
2. The second step is filling out that, all important, job application.
3. The last step is interviewing for the job.

Pay close attention to these next few pages because it could mean the difference between having an enjoyable and good-paying job, or being unemployed, broke and bored.

### PART I

The first step in getting a job is finding out where jobs are available. There are a few different ways you can find out what places are hiring people for work. The most common way to find a job opening is by looking in the "Help Wanted" section of the Classified Ads of your local newspaper. Below is a small part of the "Help Wanted Ads" from a newspaper.

\*Circle two jobs that you would apply to for employment.

ADVERTISING WRITER - P/T Gd pay Fixbl Hrs.  
No exp nec. See M. Evans

ASSEMBLY LINE-Vac clnrs. Gd pay Gd bnfts. Will train  
See D. Thompson

AUTO MECHANIC-Busy dwntwn garage. Late hrs.  
Exp pfrd. See O. Windsor

BANK TELLER-Will train Must have gd apprnce.  
Compet sal. See H. Waterman

BOOKKEEPER-P/T Frndly hdwe store Gd pay  
Exp pfrd. See Wilson

BUSBOY-P/T Brnd new sm rstmt. Frndly ppl  
No exp nec. See P. Gordon

CASHIER-Fine clthng store dwntwn. Gd apprnce  
a must Some exp pfrd. See C. Raymond

CASHIER-GRCRY-Gd sal. Bnfts. Frndly store  
Exp pfrd. See T. Dillman

CASHIER-Hdwe. Frndly. Willing to wrk. No exp  
nec. Compet sal. Advncmnt  
in 6 mos See J. Watson

CLERK-P/T-Grcry. Compet sal. Frndly store  
No Exp nec. See T. Dillman

LOAN OFFICER-Will train Trng pd. Gd sal  
Gd bnfts. Must be agsrve.  
Gd apprnce nec. See H. Waterman

SALES-Fine clthng store dwntwn. Gd apprnce  
a must. Some exp pfrd. See C. Redmond

SALES-Vac clnrs. Out of town trvl. Outgoing. No exp.  
Gd apprnce. Sal. open See D. Thompson

SALES MANAGER TRAINEE-Hdwe. Frndly. Willing to  
wrk. Gd future. Gd pay w/bnfts. See J. Watson

SALESPERSON-Hdwe. Frndly. Willing to wrk. No exp.  
nec. Compet sal. See J. Watson

SALESPERSON-Sm Electronics co. Gd pay. Gd bnfts  
some exp pfrd. Some local trvl. See B. Hendricks

SECRETARY-Ad agency. Must be respsbl. Phone  
type, file. Must have gd apprnce. See M. Evans

SECRETARY-P/T-Sm electronics co. Gd pay Gd bnfts  
Some exp pfrd. Must be respsbl. See B. Hendricks

SECRETARY-Executive--P/T. Vac Clnr Co. Type, File  
Phone Gd pay Gd bnfts. See D. Thompson

SALESPERSON (2)-Lg dept store - One men's  
clothing. One women's clthng No exp nec for agsrve  
ppl. Sal comm. Gd opp. See I. Farnsworth

WAITER/WAITRESS - Brnd new sm rstmt.  
Frndly ppl. Reg raises. No exp nec. See P. Gorton

TRUCK DRIVER-P/T (7-10pm) Lg dept str. Gd pay  
exp nec. Reg drvr's lics ok Some lng. unldng.  
See I. Farnsworth

On the lines below, write in full sentences what information is given in the ads you circled.

(Use the dictionary of job want ad abbreviations on the next page to figure out what the ads are saying.)

Job Ad #1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Job Ad #2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DICTIONARY OF JOB WANT AD ABBREVIATIONS

One way to find a job is to look through the classified ads (want ads) in the newspapers. The job section of the want ads lists jobs that are available. Each job is classified according to its type, and grouped with similar jobs. (That's why they are called "classified ads".) The "Help Wanted" classified ads tell a little about each job. But this information is usually given in a special language called "Want-Ad Abbreviations". Below is a dictionary of common abbreviations used in the job section of the classified ads. It may also help you use the classified ads to look for a job in your own newspaper.

acctg	accounting	ldng, unl dg	loading, unloading
appt	appointment	mgr	manager
asst	assistant	mo	month
bnfts	fringe benefits (health plan, free parking, paid vacations, etc.)	oppty	opportunity
bkpr	bookkeeper	nec	necessary
clk	clerk	opr	operator
compet sal	competitive salary	pref	preferred
drvrs lics	driver's license	P/T	part-time
en gr	engineer	refs	references
EOE	Equal Opportunity Employer	sal+comm	salary plus commision
exc	excellent	secy	secretary
exp	experience/experienced	shtd	shorthand
flxbl hrs	flexible hours (working hours can be arranged)	trn	trainee
gd appr	good appearance, well-dressed	trng pd	paid while training
grad	graduate	trvl	traveling required
hr	hour	typ	typist
incl	including	w/	with
		wk	week
		wpm	words per minute
		yr	year

## GETTING A JOB - PART II

### (THE JOB APPLICATION)

At this point you should have picked two jobs in the "Help Wanted" section that interest you. The next step is of greater difficulty, and it will take more time to complete, but it is very important that you work hard on this section.

A well-written job application tells an employer everything he or she wants to know about you. That is why the job application is so important. If it is sloppy and not finished, it tells the employer that you are a messy person who probably does not get his/her work done. but on the other hand, if it is neat and completed, then it says to the employer that you are a bright, intelligent person who would get things done.

Here are a few rules to follow when filling out a job application:

1. Never leave a question blank. Even if the question doesn't apply to you, you have to put something down. Write N/A (for "not applicable"), in spaces that don't apply to you.
2. Write down the truth; that's what the employer wants. He or she will respect you for being honest. Also, if you are caught lying, your employer will surely not hire you then, and if it is found out later, after you've been hired, you can be fired.
3. Practice what you're going to write down on a blank sheet of paper, so your application can be spotless and perfect!!!!!!
4. Look over the entire application before starting on it so you don't accidentally fill in something you don't need.

On the next couple of pages you will find a "sample application". Use this as a guide to filling out your own job application, which is found on Pages #5 and #6. Be sure to work slowly and carefully on this. Points will be taken away for mistakes and misspellings.

Also included is a blank page for you to practice what you are going to put on the final job application



**APPLICATION FOR EMPLOYMENT**

(Please print neatly)

Date: \_\_\_\_\_

Name (last, first, middle) \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone Number \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_

Position applying for \_\_\_\_\_ Would you work: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time

Hours available Sun \_\_\_\_\_ Mon \_\_\_\_\_ Tues \_\_\_\_\_ Wed \_\_\_\_\_ Thurs \_\_\_\_\_

Fri \_\_\_\_\_ Sat \_\_\_\_\_ Date Available for Employment \_\_\_\_\_

Have you ever been convicted of a criminal offense within the last five years?

YES

NO

If yes, explain \_\_\_\_\_

Name and address      No. Years Completed      Did you graduate?      Subjects

ELEM. SCHOOL:			
HIGH SCHOOL:			
COLLEGE:			
OTHER SCHOOLING:			

List any awards, certificates or licenses received: \_\_\_\_\_

Prior Employment (most recent first):

Employer: \_\_\_\_\_ Duties: \_\_\_\_\_

Address: \_\_\_\_\_ Dates start \_\_\_\_\_ end \_\_\_\_\_

Reasons for Leaving: \_\_\_\_\_ Salary \_\_\_\_\_

Employer: \_\_\_\_\_ Duties: \_\_\_\_\_

Address: \_\_\_\_\_ Dates start \_\_\_\_\_ end \_\_\_\_\_

Reasons for Leaving: \_\_\_\_\_ Salary \_\_\_\_\_

REFERENCES:

Name: \_\_\_\_\_ Years Acquainted \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Name: \_\_\_\_\_ Years Acquainted \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

## GETTING A JOB

1. In full, write down what each one of these abbreviations stand for.

trn.....

P/T.....

bnfts.....

exp.....

trng pd.....

mgr.....

EOE.....

2. List three places where you can find information about job openings.

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3. Write four general rules you should follow when filling out a job application.

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4. Describe, in your own words, why it is so important to have a well-written job application.

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5. A person, other than a relative, who you've known for at least one year that would say good things about you to an employer is known as what?

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6. How is an interview like a "two-way street"?

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7. List five questions an employer might ask you in an interview.

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8. List five questions YOU might ask an employer in an interview

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## JOBS GLOSSARY

- INTERVIEW - A meeting between the employer and the job applicant where information is shared.
- "HELP WANTED ADS" - A listing of job openings found in the classified section of a newspaper.
- EMPLOYER - One who hires others to work, also known as the interviewer.
- EMPLOYEE - One who is hired to work for another person for money.
- JOB APPLICANT - One who is applying for a job.
- REFERENCES - A person, other than a relative, who you've known for at least one year that would say good things about you.

## **SECTION II**

### **SOLO JOURNAL**



***We've all faltered in  
pursuit of a dream!  
We've stumbled, stopped,  
retreated, but  
Courageously we've regrouped  
and continued on again  
Aiming for the top!***

***You'll stumble again -  
don't stop!***

*Mr. "D" from  
Violet P. Patlin*

## SOLO JOURNAL

WRITE IN THIS PART DOING SOLO

### Solo

A time of depression, a time of sorrow

A time to think about tomorrow

Thinking of good, thinking of bad

Thinking of all the time you were sad

Fun with your family, fun with your friends

Soon solo ends.

Rich Coonamessett, 2C-78

One thing I am good at doing is \_\_\_\_\_

One thing I am bad at doing is \_\_\_\_\_

A hero in my life is \_\_\_\_\_

A place I want to live someday is \_\_\_\_\_

My favorite thing to do is \_\_\_\_\_

The thing I hate to do most is \_\_\_\_\_

The worst thing someone can do to you is \_\_\_\_\_

\_\_\_\_\_

The best thing someone can do to you is \_\_\_\_\_

Things I can do to get me where I want to be are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To have power is to have what? \_\_\_\_\_

How I feel about others judging my future is: \_\_\_\_\_

Things I like about myself right now are: \_\_\_\_\_

Things I can do to keep a friendship are: \_\_\_\_\_

Something I did for someone else that made him (her) feel good is: \_\_\_\_\_

## SOLO JOURNAL

It's this simple  
If I never try anything  
I never learn anything  
I stay where I am

-- Hugh Prather

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Chris 2C88 Coonamesett



## + *Reflections* +

**"Nothing is impossible to a willing mind."** (Books of Han Dynasty)

**"Knowing others is Wisdom, knowing yourself is Enlightenment."**  
--Lao-Tzu

**"Do those things perfectly of which you are capable."**

**"To win one-hundred victories in one-hundred battles is not the highest skill. To subdue the enemy without fighting is the highest skill."**

--Sun Tzu

**"There are many great thinkers in the world, but none of their thoughts are better than your own."**

--Matt - Discovery Brigade/2D-88

**"I though I was a no-one, now I know I'm someone."**

--Former Homeward Bound Student

**"The future is something I've wondered about for years."**

--Dave - Ballston Brigade/5B-86

**"Once I was afraid to think...now I'm afraid not to."**

--Jose - Coonameset Brigade/2C-88

## WILDLIFE/ECOLOGY

### Creatures of the Coast

#### Horseshoe Crab

The horseshoe crab is not really a crab but is related to the family of scorpions and spiders. They are over 200 million years old and are among the oldest creatures on earth. They can be seen crawling along the bottom of shallow bay.

Every June, on one of the longest days of the year, when the tide is at its highest, the horseshoe crabs mate. The smaller male can be seen gliding along on the back of the female. the female lays her eggs in the sand and the male releases its semen into the water which fertilizes the eggs.

Horseshoe crabs may live to be nineteen years old.

Despite their frightening appearance, horseshoe crabs are harmless. Their long, pointed tails were used for spear points by Indians. Horseshoe crabs have no food value for man. They are a part of the coastal food chain. Their eggs are eaten by birds and fish; and dead horseshoes provide food for shore animals and birds. When their old shells decay, minerals are restored to the coastal waters.

The horseshoe crab has survived almost unchanged for over 200 million years; however, they may not survive to see the next century. In many areas of the east coast of the United States, they have been hunted almost to extinction. It is believed that they eat scallops which are vital to the livelihood of many fishermen. One Cape Cod town even put a bounty on them. After surviving for so many years, man may finally bring an end to the horseshoe's time.

#### "What Good Are They"

Who'd write a poem about a horseshoe crab  
Lying on the beach so dull and so drab?  
Sure they've been around for 200 million years  
And when we're extinct they'll shed no tears.  
What good are these creatures in armor of brown  
When they clutter the beaches of our coastal towns?  
Why as caviar, their eggs serve birds and small fish  
And small fish feed big fish that make us a dish  
So if Limulus Poly Femus you meet again  
Remember, they're links in seashore food chains

#### Fiddler Crab

Male fiddler crabs are identified by one large oversized claw. The fiddler uses this claw for two purposes during mating season, the male uses it to attract females by waving it back and forth like a signal flag for the rest of the time, it is used for defense. Despite its frightening appearance, all the fiddler can do is threaten his enemies with it. When he sees an enemy approaching, he charges out of his burrow waving his claw as though ready for a fight. If the enemy does not back off, the fiddler will retreat back into his burrow. If the claw is lost in battle, a new one will grow to take its place.

The fiddler crab also has a role in the coastal ecosystem. Fiddler crabs live in burrows that they dig in the sand. When the tide comes in, they cover the entrances so that the water doesn't flood their holes. They are bringing up many minerals which are buried. These minerals are then washed away by the tide and deposited in the coastal waters. This helps to fertilize the nearby waters which helps increase the food supply. Thus, fiddler crabs are an important part in the ecosystem's food chain.

## Wildlife/Ecology (Cont'd)

### Fiddler Crab (Cont'd)

Another interesting feature of fiddler crabs is their ability to change color. During daylight hours they are darkish in color, which helps hide them as they run across the gray mud of the marsh. At night their shells become lighter when they are in their burrows.

### Bay Scallop

The bay scallop is one of the most popular of seafoods. It is also one of the many creatures inhabiting the waters around Cape Cod. Its shell is covered with about thirty to forty eyes. This, combined with a strong sense of smell, allows it to detect the approach of any enemy.

It moves along the ocean bottom by opening its shell and snapping it shut. As it snaps its shell shut, a stream of water is forced out and this propels it along.

Scallops only live for two years. In early summer they die off in great numbers and their shells drift to shore. On the back of each shell you can see the yearly growth lines.

Scallops eat mostly the tiny plankton in the coastal waters. Plankton are tiny microscopic creatures which depend on the salt marsh for nourishment.

### Quahog

A quahog lives just below the surface of the sand along the shallow waters near the shore. They can usually be found by the little air holes they leave in the sand.

A quahog has a life span of 20-25 years. It is a popular seafood which can be used for clam chowder or eaten raw.

### Hermit Crabs

At first look the hermit crab looks like a typical crab. It has a hard outer skeleton and a set of claws. In the rear, its shell is soft and it's defenseless. To protect itself, the hermit crab uses an empty snail shell as a portable home. As it continues to grow, the hermit crab changes its shell often. Any shell it sees is investigated. If the new shell is satisfactory, he darts out of his shell and into the new one.

In late spring, hermits can be seen walking through the shallow water in pairs. The larger of the two is the male who grabs the shell of a female with his claw and drags it around.





Female

2. Horseshoe Crab to 20"

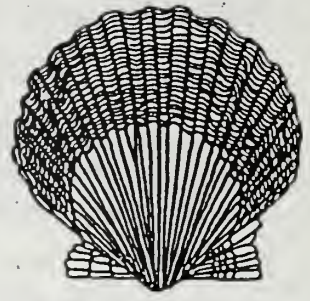


Top



Bottom

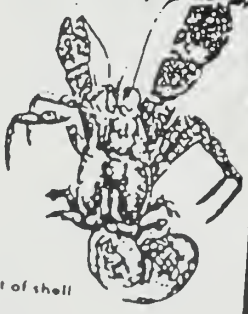
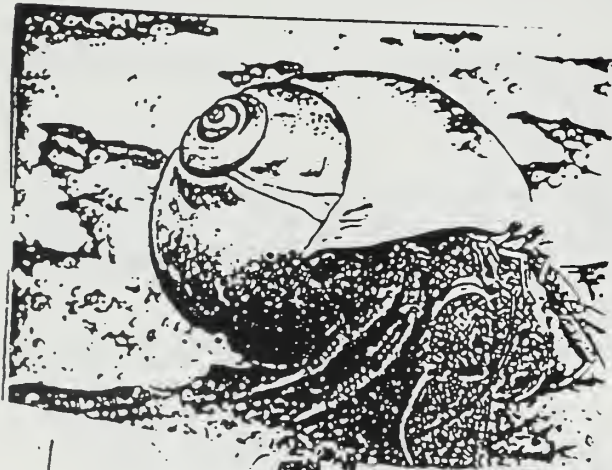
HORSESHOE CRAB



BAY SCALLOP



FIDDLER CRAB



Out of shell



Withdrawn

HERMIT CRAB



QUAHOG

## BIVALVES

The bivalves, or mollusks, with two opposing shells, are a large and varied group, both in appearance and habit. There is a world of difference between the scallop, equipped with eyes, that propels itself in zig-zag fashion through the water, or escapes from its enemies by suddenly darting backwards, and the blind blue mussel tethered to a rock by its fibrous "byssal threads".

All bivalves, in spite of a great many interesting differences, are grouped in a class called Pelecypoda, which means hatchet-footed. They are also similar in that they all feed by drawing in sea water containing microscopic plants and animals as well as oxygen for their gills. A clam accomplishes this by means of two tubes or siphons, one for the intake of water to filter food, and the other for the expulsion of waste matter.

A clam is a delicately adjusted mechanism which has little choice as to where it can go, or what it can do. Nevertheless, it does eat and reproduce like the rest of the animal kingdom. In the case of the razor clam, whose powerful foot enables it to dig down rapidly into the sand, or the scallop, which can swim, occasional escape may be possible. But for most of the tribe it is a slow and static life.

The ribbed mussel, which is inedible, lives along the banks of tidal estuaries or lodges securely between the stems and roots of the saltwater cordgrass that colonizes the mudflats. Edible blue mussels, which have long shells, wide at one end and tapered at the other, can be found along a sandy beach where there is rock or stone, on wharf pilings, or collected on all kinds of objects between the tides. They anchor themselves firmly by excreting tough, flexible byssal threads that enable them to swing around lightly yet withstand the pressure of the waves and currents and avoid dislodgement.

Sand, or sandy mud, less stable than rock, makes it necessary for bivalves such as clams, to burrow under in order to escape wave action during storms or being dried out by the sun's heat at low tide. The texture of the tidal grounds in which they live affects their rate of growth, their size, and their shape, and is also a factor in their survival. Silt may clog their gills, as can sewage or industrial waste. Clams can survive a certain amount of sewage and will feed upon the organic matter it contains. If man, in turn eats shellfish from polluted waters, he risks having his own fouling returned to him in the form of hepatitis or other serious illnesses.

Thus, the lowly bivalve will thrive in a clean, well-balanced environment. Careless, uncontrolled disposal of human waste into its habitat, on the other hand, will hasten its demise and deprive man not only of an enjoyable delicacy but of a vital element in nature's cycle.

## COMMON BIVALVES

Sea Clam	<i>Spisula solidissima</i>	(1)
Razor Clam or Jack-Knife Clam	<i>Ensis directus</i>	(2)
Surf Clam	<i>Mesoderma deauratum</i>	(3)
Astarte	<i>Astarte Castanea</i>	(4)
Transverse Ark	<i>Anadaro transversa</i>	(5)
Ribbed Mussel	<i>Modiolus demissus</i>	(6)
Blunt Razor Clam	<i>Tagelus plebeius</i>	(7)
Soft-Shelled Clam	<i>Mya arenaria</i>	(8)
Oyster	<i>Crassostrea Virginica</i>	(9)
Common Mussel	<i>Mytilus</i>	(10)
Quahog	<i>Mercenaria mercenaria</i>	(11)
Scallop	<i>Aequipecten irradians</i>	(12)

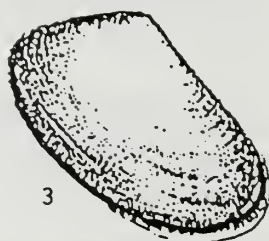




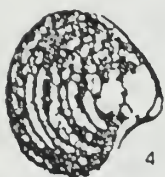
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2



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4



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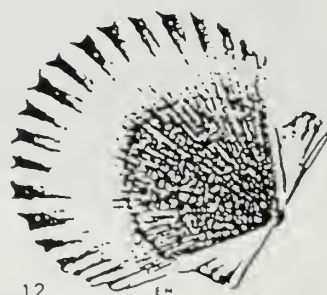
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## SAND DUNES

### Dunes

Sand dunes may extend as far as a mile or two back of the shore. They were originally part of the sandy material of outlying sand spits and beaches. Then, over long periods of time, the sand was blown back, building up into mounds which enlarged into hills.

By definition, a dune is an exceptionally large mound, sometimes as much as a hundred feet high, with a long gentle slope on the side fronting the prevailing wind and a short steep one on the downwind face.

### Erosion

Through surface action of the wind on the sand grains, a dune is constantly traveling, although it can be arrested by plantings of beach grass. In Provincetown, unstabilized dunes travel at a rate of some 15 to 20 feet a year, burying trees and other vegetation in their way.

In a temperate zone, sand dunes are pelted with rain and sometimes covered with snow. They have the same dry and wet seasons as neighboring tree and grass-covered areas. There is a surprising amount of moisture beneath these dunes. Small boggy areas may form in the troughs between them where the water level comes near the surface. But on the whole, their glaring, exposed surfaces make them equivalent, as far as plant and animal life is concerned, to a desert. During the summer, if you hold a thermometer to the surface of a dune, you will find it scorchingly hot.

### Adaptability

Many of the animals which live there must burrow in the sand or use available plant cover for protection during the day, emerging only in the cool of the night. Some mammals such as mice and rabbits, as well as some insects, choose the dawn or evening.

A hog-nosed snake, a harmless animal (except to the toads upon which it feeds) may be found there. Not surprisingly, therefore, the same environment shelters Fowler's toads. There are ants, digger wasps, pale colored wolf spiders, and the sand dune locust with a light-colored, grainy body that is difficult to spot.

### Food Chain

This locust, or grasshopper, feeds on beach grass. The mice in the sand dune areas feed on the seeds of this grass, as do some birds such as the snow bunting, a winter visitor. The little sparrow hawk feeds on both mice and locusts. These are only a part of the network of dependencies that form the food chain in this relatively sparse environment.

Hudsonia, or beach heather, with yellow blossoms in late spring, grows in the dunes, as does dusty miller, with gray leaves soft to the touch. These plants, like those mentioned in connection with the upper beach, are especially adapted to growing in hot, dry areas.

The roots of beach grass, also known as marram grass, are dense and reach down into the sand for water. This plant has the ability to thrive in spite of the sand that is blown over it by sending out new root stocks and leaves that grow above the surface. In many areas, where the wind has cut away parts of the dunes, you can see in the cross section how deeply the underground roots extend. It is also possible for some trees and shrubs, like scrub oak, wild cherry and beach-plum, to have half or more of their trunks buried in the sand, provided their roots obtain enough moisture and nutriment from below.



## Sand Dunes (Cont'd)

### A "BLOWOUT"

A gap in a dune caused by wind, water, traffic or any combination of these. Sometimes layer lines can be seen on the sides of a blowout. Also notice the deep and netted root system of the beach grass.



### FROM THE ICE AGE

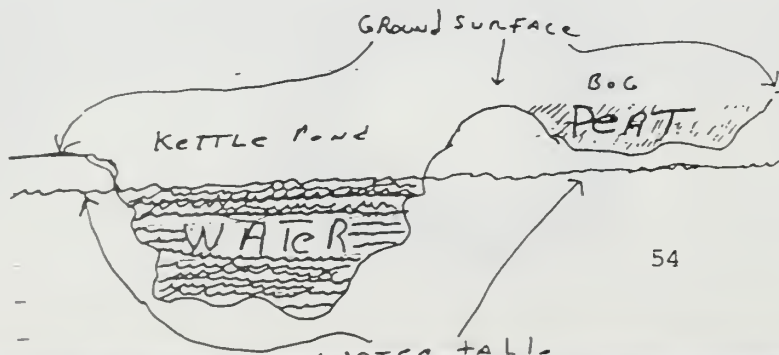
Years ago Cape Cod did not exist. It is a child of the times when all of New England was covered with tremendous sheets of glacial ice, miles thick in many areas. Due to alternate periods of freezing and thawing, this sheet of ice was always in motion moving back and forth to and from the ocean. With immeasurable force it moved the surface of the earth, carving out valleys, hills, mountains, rivers, and streams. It tore huge chunks of rock apart and carried them back and forth with it. It ground stone to pebbles and sand which also moved with the ice. Over the years, enough of this material was deposited in this area to form what is now Cape Cod, and many miles more of Coastal plain. Some of the Cape's soil has come from places as far away as Newfoundland, Labrador, and Maine. We know this because some of the stone found here is indigenous to these areas.

### Glacial Erratics

The huge boulders that you see throughout New England are called glacial erratics. On your walk around Cliff Pond, you can see prime examples of these. When you visit Salt Pond you will probably lunch at Doane Rock. This is a glacial erratic. Read the sign board at the rock.

### Kettle Ponds - Formation

Many ponds in New England are called kettle ponds. They were formed by huge chunks of ice, some as big as 20 football fields, that broke off the ice sheets. Their tremendous weight caused deep depressions in the earth's surface. As the ice chunks melted, they filled the depressions with water. If the depression is deeper than the local water table level or there are other sources of water such as springs, rivers, streams, and precipitation they will survive as ponds. If the water sources are not adequate, they will, over the years, dry up and become filled with organic matter that decays, and thus a bog is formed. Bogs are useful. They produce very fertile soil for berry crops, sanctuary for birds and other small animals, and peat which is used to enrich soil. Peat can also be used as a fuel if it is thoroughly dried.



## TEST ON GREAT ISLAND

1. A bivalve is also known as a \_\_\_\_\_.
2. A large gap in a dune caused by wind, water, traffic, or a combination of these is called a \_\_\_\_\_.
3. When a bird eats a berry and a fox eats the bird, you have an example of the \_\_\_\_\_.
4. The wearing away of a beach due to wind and water is called \_\_\_\_\_.
5. Another name for beach grass is \_\_\_\_\_ grass.
6. When animals burrow underground to escape the scorching heat, it is called \_\_\_\_\_.
7. A dune is constantly \_\_\_\_\_ due to surface action of the wind on the sand grains.
8. The ribbed mussel is not \_\_\_\_\_.
9. To escape the sun's heat or the wave action of storm, bivalves \_\_\_\_\_.
10. A scallop has 30 to 40 \_\_\_\_\_.
11. The horseshoe crab is called a living \_\_\_\_\_.
12. A male \_\_\_\_\_ crab has one over-sized claw.
13. A body of land completely surrounded by water is an \_\_\_\_\_.
14. An arm of land surrounded by water on three sides is a \_\_\_\_\_.
15. The gravitational pull of the moon on the ocean causes \_\_\_\_\_.

## PRECIPITATION

**SCIENCE FACT:** Precipitation is the name for any kind of water, liquid or solid, that falls from clouds. Rain, drizzle, hail, sleet, snow, and freezing rain are all forms of precipitation. Clouds are formed of tiny water droplets. When two droplets collide and then collide again with other droplets until heavy enough to fall, the result is precipitation. Temperatures on the ground and in the clouds determine what kind of precipitation. Temperatures on the ground and in the clouds determine what kind of precipitation will occur.

**SNOW:** Snow is simply frozen water vapor, not frozen rain. Condensation takes place directly from water vapor into ice crystals. Snow crystals are not formed in any set pattern but occur in all sorts of beautiful 6-sided patterns.

**SLEET:** Sleet is rain which froze as it fell. Raindrops formed in a relatively warm layer of air pass, in falling, through a cooler layer where the temperature is below 32° F.

**GLAZE:** Glaze is caused when the temperature of trees, streets, and other materials is below the freezing point when rain strikes them. Glaze is often confused with sleet, but, as you see, the two are formed somewhat differently. Most of us are familiar with the glaze that coats sidewalks and automobile windshields. It sometimes becomes so heavy upon tree branches and telephone and telegraph wires as to break them.

**HAIL:** Hail sometimes occurs during thunderstorms and can be produced only if there are strong currents of rising air. It may begin to form in the air as rain but, when the rising currents carry the drops to colder temperatures, cool air may freeze them. They may fall and be swept up again, where more vapor condenses on them and they therefore grow still more in size. This process may be repeated a number of times, so that it is possible for hailstones to be as large as hens' eggs. Hailstones thus consist of a number of layers which can easily be distinguished if the hailstones are cut in two. When they are so large that they can no longer be swept aloft by the rising currents, they fall to the earth. Some hailstones are relatively small. The size depends upon the velocity of the upward currents and the number of times they are carried aloft. Hail often does much damage to crops because it cuts plants to pieces. It may also easily smash windows and damage automobiles.

**DEW:** Dew is caused when objects at or near the earth's surface become cooler than the surrounding air. If the air contains considerable moisture, the objects may cool it enough to condense water vapor upon them. Dew does not fall but condenses directly from the air. If there is a wind, it stirs up the atmosphere so that no one part of it is cooled below its condensation point; consequently dew is most likely to form on quiet, clear nights. Because clouds keep much of the surface heat of the earth from escaping, on cloudy nights objects are not likely to become cool enough to cause dew. Dew is too meager in amount to do much good to plants.

**FROST:** Frost is formed in the same way as dew except that the temperature of objects upon which condensation occurs is below the freezing point. Frost is not frozen dew, for the water vapor condenses directly into ice crystals.

The term "frost" is also used to indicate a temperature low enough to kill vegetation. Clear, still nights are ideal for frost. It occurs most often in low places, because the cold, heavy air accumulates in these places and so the temperature falls below freezing. If you have driven through the country after the first killing frost in autumn, you may have noticed this. A screen of smoke has been found useful as a cover to keep the warmth of the soil from escaping. Smudge pots are often used to prevent frosts in fruit-growing areas such as California and Florida.

These, then, are some of the ways in which water comes from the air. As you see, it is the temperature of the air that is the important factor in determining the form which the water takes as it condenses.

## Precipitation Table

Kind	Description
Rain	liquid waterdrops temperature above freezing
Freezing Rain	super-cooled waterdrops freeze on contact
Hail	large round ice balls occur with thunderstorms
Drizzle	tiny water droplets temperature above freezing
Sleet	tiny pellets of ice temperature very cold
Snow	ice crystals or flakes temperatures near or below freezing



## PRECIPITATION

A. Underline the correct answers:

1. Water that falls from clouds is\_\_\_\_\_.
2. Snow is a form of\_\_\_\_\_.
3. Temperatures\_\_\_\_\_precipitation.
4. Raindrops form from many\_\_\_\_\_of water.
5. The\_\_\_\_\_of rain causes it to fall.
6. Thunderstorms usually contain much\_\_\_\_\_.
7. Sleet is usually formed by\_\_\_\_\_temperatures.
8. Hail is\_\_\_\_\_.
9. Precipitation forms are influenced by\_\_\_\_\_.

B. True or False:

- \_\_\_\_1. Precipitation is measured by weather stations.
- \_\_\_\_2. Rainfall amounts are of no importance.
- \_\_\_\_3. It never snows in some parts of the world.
- \_\_\_\_4. Hail cannot damage anything.
- \_\_\_\_5. Heavy rainfall can cause flooding.
- \_\_\_\_6. Sleet is usually in the form of large ice balls.

C. Place an X by each word that could tell about precipitation

Moisture	rain	dinner
snow	fish	warm
table	sleet	cold
weather	tablet	eggs
wood	clouds	spores
hail	chair	rainfall amount
snake	barometer	weight
freezing rain	movie	weight
smoke	drizzle	reptiles
fog	sweet	temperature
floods	whales	

## CONIFERS

**SCIENCE FACT:** Plants that make seeds in cones are called conifers. Conifers do not bear flowers. Their seeds are exposed in hard clusters that form a cone. Most conifers have two kinds of cones. Pollen is formed in one kind of cone and carried by the wind to fertilize another larger kind of cone. Botanists, or plant scientists, believe there were conifers before there were any flowering plants. Pine, spruce, and cedar are conifers.



a cone showing arrangement of scales



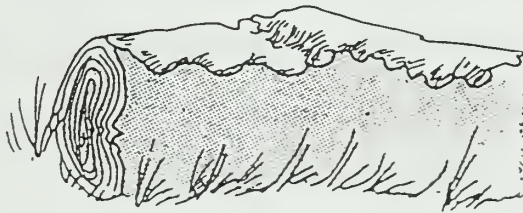
a scale showing how seeds grow upon the scales



a winged seed of a conifer

## MOSESSES

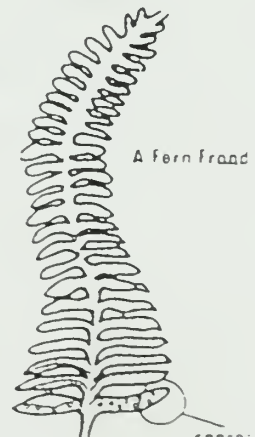
**SCIENCE FACT:** Mosses are green plants that produce spores. They do not have roots and stems as ferns do. The spores are both male and female. The male spores have cells that travel through small tubes in the plant to join with female spore cells to produce new ferns. Mosses often grow so close together that they form pads, or cushions.



Moss

## FERNS

**SCIENCE FACT** Some plants look like flowering plants but do not have seeds. Ferns are plants that are green and have roots and leaves. They also have stems and tubes that carry water, minerals, and food. Fern leaves are called fronds. Tiny dots that form on the fronds contain spores. A spore is a tiny one-celled body that is able to grow into a new organism. Spores take the place of seeds in plants such as ferns.



A fern frond

UNDERLINE CORRECT ANSWERS

1. A conifer plant has seeds in (a. cones b. pods).
2. A conifer does not have (a. cells b. stems c. flowers).
3. A conifer has (a. needlelike b. broad c. green) leaves.
4. Most conifers have (a. two b. three c. four) kinds of cones.
5. Rallen is used to (a. fertilize b. kill) insects.
6. Botanists are scientists that study (a. fish b. plants c. animals).
7. Cones grow in (a. clusters b. water) on conifer plants.
8. A good example of a conifer is a/an (a. pine b. oak c. maple).
9. Conifer seeds are (a. hard b. soft c. good to eat).
10. A conifer's cone (a. releases b. never releases c. plants) its seeds.
11. Conifer plants are sometimes called (a. evergreens b. oaks).
12. There have been conifer plants for (a. many b. less than ten thousand years).
13. Coniferous trees are (a. useful b. harmful).
14. The (a. wind b. rain c. snow) helps pollinate conifers.
15. Christmas trees are (a. conifers b. plants).
16. Cedar trees are (a. conifers b. cone-bearing).
17. Conifer plants have (a. roots b. stems c. leaves).
18. A conifer plant's stem has (a. rings inside b. sap).
19. There are (a. only two b. three c. many) kinds of conifers.

UNDERLINE CORRECT ANSWERS.

1. Moss is a (a. green b. large) plant.
2. Mosses produce (a. seeds b. spores).
3. Mosses can be found (a. growing on trees b. growing on rocks).
4. Mosses do not have (a. spores b. roots c. stems).
5. Spores can (a. talk b. travel c. reproduce).
6. There are (a. male b. female) spores.
7. Mosses grow (a. separately b. close together).
8. Male spores travel in the (a. trunks b. limbs c. tubes) of mosses.
9. Moss sometimes forms a (a. cushion b. pad) in the forest.
10. There are (a. only two b. only three c. many) kinds of mosses.
11. A fern also uses (a. seeds b. spores) to reproduce.
12. Mosses have (a. cells b. spores c. chlorophyll).
13. Mosses need (a. moisture b. minerals c. planting).
14. You can usually find mosses in (a. a forest b. an ocean).
15. A spore is a (a. seed b. one-celled organism).
16. Mosses make (a. good food b. strong baskets c. deeper soil)
17. Mosses are (a. simple b. complex) plants.
18. Mosses do not have (a. roots b. stems c. trees) as ferns do.
19. A moss plant has (a. large leaves b. green color)
20. Mosses live on (a. salt water b. minerals and moisture c. small animals )

C - BOTANY TEST

FILL IN THE BLANKS

1. Some plants do not have
2. Some plants do not reproduce with
3. A fern is a
4. Ferns have seeds.
5. A fern does have
6. A fern uses to carry water and minerals.
7. Fern leaves are called
8. A is able to grow into a new organism.
9. Spores are very
10. A spore is a organism.
11. Spores can be found on leaves.
12. Ferns are often used as plants.
13. Spores look like tiny
14. A often grows in a pod
15. Spores and seeds can cause
16. All plants must themselves.
17. Spores can the place of seeds.
18. All plants need

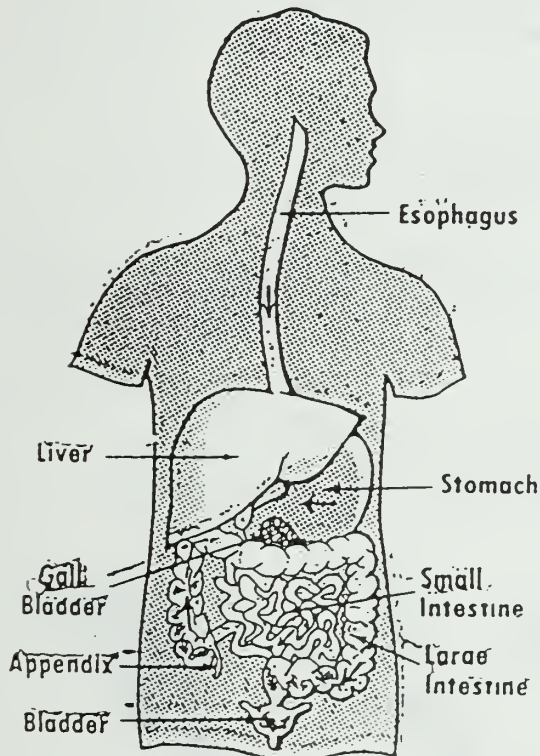


# DIGESTION

**SCIENCE FACT:** Digestion is the breakdown of food into simple compounds by physical and chemical means by the body. The digestion of food supplies body cells with materials for energy, repair, and growth.

Digestion begins in the mouth. There food is chewed into small pieces and moistened with saliva which contains chemicals to break down food. From the mouth, food goes down the esophagus and into the stomach. The presence of food in the stomach causes gastric glands to secrete gastric juices that chemically break the food down to a creamy liquid. This liquid is passed into the small intestine where it is further broken down and absorbed by blood vessels. The broken-down material in our blood supplies the body cells the needed nutrients.

**The Digestive System**



# DIGESTION (Cont'd)

## ANSWER BOX

teeth	small intestine	blood	saliva	absorb
food	energy, repair, and growth	waste	esophagus	water
stomach	digestion	mouth	liquid	

- 1 Digestion breaks down\_\_\_\_\_.
- 2 Digestion begins in the\_\_\_\_\_.
- 3 We use our\_\_\_\_\_to chew food into small pieces
- 4 Food passes through the\_\_\_\_\_from the mouth.
- 5 Gastric juices are secreted in the\_\_\_\_\_.
- 6 When we chew our food, it is moistened with\_\_\_\_\_.
- 7 We need food for\_\_\_\_\_
- 8 When food is broken down in the stomach, it becomes a\_\_\_\_\_.
- 9 The stomach passes digested food to the\_\_\_\_\_.
- 10 Nutrients are distributed in the body by the\_\_\_\_\_.
- 11 The body action of breaking down food is\_\_\_\_\_
- 12 The small intestine's blood vessels\_\_\_\_\_digested food.
- 13 Digested food materials not used are passed as\_\_\_\_\_

## B True or False

- \_\_\_\_\_ 1 The body uses food for energy
- \_\_\_\_\_ 2 Gastric glands secrete food
- \_\_\_\_\_ 3 The stomach has gastric glands
- \_\_\_\_\_ 4 Digestion begins in the stomach
- \_\_\_\_\_ 5 Teeth are part of the digestive system
- \_\_\_\_\_ 6 Saliva contains chemicals
- \_\_\_\_\_ 7 Food need not be chewed well
- \_\_\_\_\_ 8 We use food for growth

# FOOD CHAINS

All plants and animals need food in order to live. In all the world of nature, only green plants are able to make their own energy-filled food. Green plants need mineral salts such as nitrogen, calcium and phosphates to help them to grow strong. They take in these salts, dissolved in water from the soil, through their roots, and a gas called carbon dioxide from the air through tiny holes known as pores in their leaves. Sunlight acts as the energy force that enables green plants to combine carbon dioxide and water to produce the basic food substances of carbohydrates and proteins. This process is called photosynthesis, which means "making things using light".

Animals are unable to make carbohydrates and proteins themselves. Some obtain their food directly from plants that grow in their habitat. Such animals are called **herbivores**. sheep, cows and horses are herbivores. Can you think of other animals who eat plants?

Animals who feed on other animals are carnivores. Lions, otters and owls are **carnivores**. Many carnivores vary their diet and eat green plants and fruit as well as meat, these animals are **omnivores**. Do you know the name that is given to people who do not eat meat?

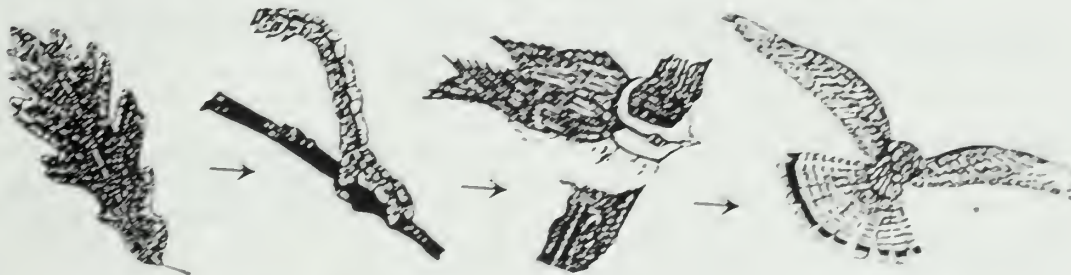
Carnivores are often called **predators** and the animals they feed on are called their **prey**. When a plant is eaten by a herbivore and the herbivore is eaten by a carnivore, the sequence of events is called a food chain. There are millions of three- or four-link food chains involving a plant, a herbivore and one or two carnivores. Here is a three-link food chain.

Grass is eaten by a rabbit and the rabbit is eaten by a fox. No one eats the fox, so that is the end of the chain. The fox is therefore the **top predator**. The chain is written down as  
 grass → rabbit → fox

Foxes are particularly successful predators because they are opportunists---that is, they will eat almost anything they come across. Rabbits are only part of their diet: they will also eat other small mammals, birds, frogs, and the contents of your garbage can.

Here is a four-link food chain

A leaf is eaten by a caterpillar who is eaten by a small bird who is then eaten by a bird of prey who becomes the top predator, as no one eats him. Write it down as  
 leaf → caterpillar → small bird → bird of prey



Can you think of any more three- and four-link food chains?

GLOSSARY	Carnivore	A meat-eating animal, e.g., a tiger
	Herbivore	A plant-eating animal, e.g., a cow
	Omnivore	An animal who eats both plants and animals, e.g., a badger
	Habitat	The kind of place in which a plant or an animal lives, e.g., a wood, the seashore or a pond
	Predator	A hunting animal who captures prey
	Top Predator:	A predator who no other animal kills to eat

## NATURAL SCIENCE TEST ON FOOD CHAIN

1. What is a food chain? Define or describe
2. What is a primary consumer?
3. What is a secondary consumer?
4. What is a tertiary consumer?
5. Draw simple diagrams showing three food chains.

A

B

C

**PRIMARY**

**SECONDARY**

**TERTIARY**

6. What is a decomposer?
7. What is an herbivore?
8. What is a carnivore?
9. What is an omnivore?
10. What is a predator?
11. What is a top predator?



## MAKING CHANGE

Making change means making up the difference between the total cost of something and the amount paid for it.

It is important, for two reasons, that you know how to make change:

1. Whenever you are buying items, you should know what change to expect back, so that you don't get ripped off.
2. You will use this skill if you are employed in any type of sales.

Here is an example of making change:

Let's say you are working as a cashier of a fast-food restaurant. A customer has brought \$7.50 worth of hamburgers, and paid with a ten dollar bill. How much change will the customer expect back? Your job is to figure out how much change this customer should receive. The easiest way to do this is to do the following?

1. Start with the total cost of the customer's bill (\$7.50), and then;
2. Count out money until you reach the amount of money received from the customer (\$10.00).

So you would begin at \$7.50 and count out one 50-cent piece, and two one-dollar bills until you have reached \$10.00. The total amount of the customer's change would be \$2.50.

Here is what this last example looks like written down

Cost of hamburgers	\$7.50
Add one 50-cent coin	+ .50
	<hr/>
	\$8.00
 Add two one-dollar bills	 + 2.00
	<hr/>
	10.00

\$2.50 is the change you  
give to the customer

This adds up to the amount the  
customer gave you in the  
beginning for the purchase

The following activity will help you become a better "change maker".

Imagine that you are a cashier. Each problem shows the total cost of a purchase and the money the customer pays with. Next to each problem, write the number of money units (1¢, 5¢, 10¢, etc.) needed to make the correct change. Use the fewest number of units possible.

\*The first problem has been worked out for you\*



# MAKING CHANGE ACTIVITY PAGE

	TOTAL COST	PAID WITH	1c	5c	10c	25c	50c	\$1.00	\$5.00	\$10.00
1.	\$ 3.26	\$10.00	4		2		1	1	1	
2.	\$12.00	\$20.00								
3.	\$ 1.50	\$ 5.00								
4.	\$ 3.25	\$10.00								
5.	\$ 5.70	\$10.00								
6.	\$ 4.35	\$10.00								
7.	\$ 6.29	\$20.00								
8.	\$ 1.28	\$ 5.00								
9.	\$ 3.76	\$10.00								
10.	\$ 4.19	\$ 5.00								
11.	\$10.74	\$20.00								
12.	\$ 19	\$20.00								
13.	\$ 2.49	\$ 5.00								
14.	\$ 87	\$ 1.00								
15.	\$18 01	\$20.00								
16.	\$ 5.78	\$10.00								
17.	\$ 49	\$10.00								
18.	\$ 09	\$ 1.00								
19.	\$ 2.06	\$20.00								
20.	\$ 2.29	\$ 5.00								

## BASIC MEASUREMENTS

<u>Time:</u>	60-seconds	=	1-minute
	60-minutes	=	1-hour
	24-hours	=	1-day
	7 days	=	1-week
	4 weeks (30-days)	=	1-month
	12-months	=	1-year

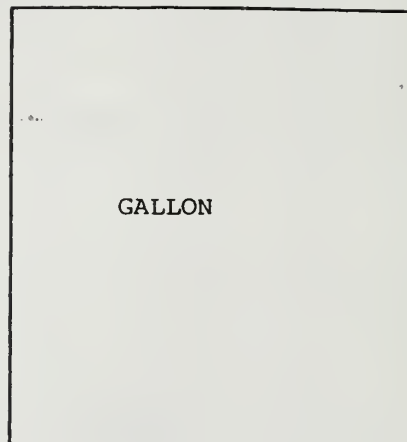
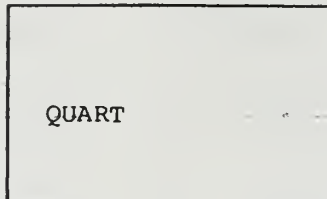
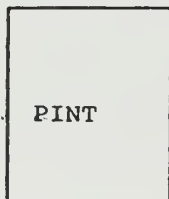
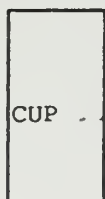
<u>Liquid:</u>	8-ounces (oz.)	=	1-cup
	2-cups	=	1-pint
	2-pints	=	1-quart
	4-quarts	=	1-gallon

<u>Dry:</u>	16-ounces	=	1-pound
	2000-pounds	=	1-ton

<u>Distance:</u>	12-inches	=	1-foot
	3-feet	=	1-yard
	5,280-feet	=	1-mile
	1,760-yards	=	1-mile

## CONVERTING

SEE HOW MANY YOU CAN GET!!!!!!



1. How many cups in a pint?
2. How many pints in a quart?
3. How many quarts in a gallon?
4. How many cups in a quart?
5. How many pints in a gallon?
6. How many quarts in a  $\frac{1}{2}$  gallon?
7. How many cups in a gallon?
8. How many cups in a  $\frac{1}{2}$  pint?
9. How many days in a week?
10. How many cans in a six-pack?

## ANSWERS

- |    |    |
|----|----|
| 1. | 6. |
| 2. | 7  |
| 3  | 8  |
| 4  | 9  |
| 5. | 10 |

A fraction is an equal part of the whole.

Imagine taking a pane of glass and dropping it on a cement floor. You would have hundreds of pieces, none of which would be equal. If you took the same pane, marked it carefully into equal parts and cut it with a glass cutter, you would have fractions. The point is all parts must be equal in order to have fractions.

Look at the drawings on the next page. Each box is the same size, but all except one has been equally divided. All the equal divisions are fractions of the whole. The one randomly divided contains no fractions. If you have all of the pieces, you have the whole. If all the pieces are equal, you have fractions. The number of equal pieces in a box determines what fraction you have.

Two equal pieces, you have halves;  
three equal pieces, you have thirds;  
four equal pieces, you have fourths;  
six equal pieces, you have sixths;  
eight equal pieces, you have eighths;  
ten equal pieces, you have tenths.

Notice that the number of equal pieces you have names the fraction. When you write the fraction, the bottom number tells how many parts it has been equally divided into. The top number tells how many of the equal parts you have. The numbers that make up the fractions are called terms. The top number is called the numerator, the bottom number is called the denominator.

Look at these boxes. Let us imagine each is a cake. If I give you box "A" and gave Joe all the pieces of any other box, have I given the same amount to both of you? If I give you one half ( $\frac{1}{2}$ ) of box "B" and give Joe two-fourths ( $\frac{2}{4}$ ) of box "D", is that even? If I give you two thirds ( $\frac{2}{3}$ ) of box "C" and give Joe four sixths ( $\frac{4}{6}$ ) of box "E", have I been fair?

Yes, you can see that. Because  $\frac{1}{2}$  and  $\frac{2}{4}$  are equal, and  $\frac{2}{3}$  and  $\frac{4}{6}$  are equal. We call them equivalent fractions. You can take any fraction and make an equivalent fraction by multiplying or dividing both terms by the same number.

$$\begin{array}{r} 2 \times \frac{1}{2} = \frac{2}{2} \\ 2 \times \frac{1}{2} = \frac{2}{2} \end{array}$$

$$\begin{array}{r} \frac{2}{4} \div 2 = \frac{1}{2} \\ \frac{2}{4} \div 2 = \frac{1}{2} \end{array}$$

$$\begin{array}{r} 3 \times \frac{1}{3} = \frac{3}{3} \\ 3 \times \frac{1}{3} = \frac{3}{3} \end{array}$$

Polygons are closed plane figures having 3 or more line segments (sides).

There are 3 parts to this definition:

- 1.) It is a closed figure
- 2.) It has 3 or more sides
- 3.) All the sides are straight

Polygons are named according to the number of sides they have. The most common are:

Triangle	3 sides
Quadrangle	4 sides
Pentagon	5 sides
Hexagon	6 sides
Octagon	8 sides

When all the sides and angles of a polygon are equal, it is called a regular polygon.

Carpenters, construction workers and machinists use the shapes, as do artists and designers

When you think of it, we see polygons almost daily. Doors, windows, stop signs, nuts and bolts are but a few of the polygons we see.



## PERIMETER

Perimeter is the distance around something. Think of a fence and you will understand perimeter. The boundary lines of athletic fields and courts are examples of perimeter.

Here is the formula for finding the perimeter of any polygon.

$P = \text{sum of the sides}$ . In other words, add all the sides and you have the perimeter of the polygon.

Draw 10 polygon and give dimensions.

Here are some word problems that you will be able to solve if you understand perimeter.

John's room is 20 feet long and 14 feet wide. If baseboard costs 36¢ a linear foot, how much will it cost to put the baseboard around the room?

A football field is 100 yards long and 50 yards wide. what is its perimeter in yards? In feet?

A yard measures 70 feet across the front and across the back and 60 feet down either side. If a ten-foot section of stockade fence costs \$15.00, how much will it cost to fence in the yard?

Circumference is the distance around a circle, or the perimeter of a circle.

To find circumference, we use a formula (a formula is like a recipe).

$$C = \text{Pi} \times \text{Diameter}$$

$$C = \pi \times D$$

$$C = 3.14 \times D$$

Pi is a Greek letter that stands for the number 3.14.

Diameter is the name of a straight line that would pass through the center of the circle and touch the outside edges of the circle.

The heavy line in this figure is the Diameter. Let us say it is 3 inches long. We will find the Circumference of this Circle by using the formula



$$C = \pi \times D$$

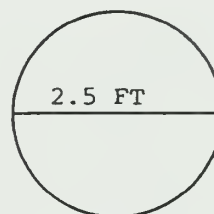
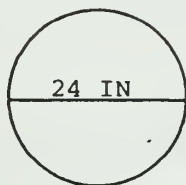
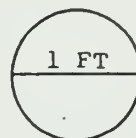
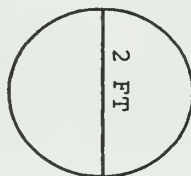
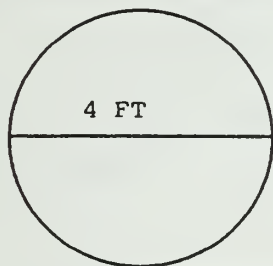
$$C = 3.14 \times 3"$$

$$C = 9.42 \text{ inches}$$

This formula will work to find the circumference of any circle.

- The value of Pi will always be 3.14. In math we call anything that never changes a constant.
- The Diameter will change according to the size of the circle. In math we call things that change variables.

Use the formula,  $C = \pi \times D$  to find the circumference of these circles. Remember, Pi is a constant, always 3.14.



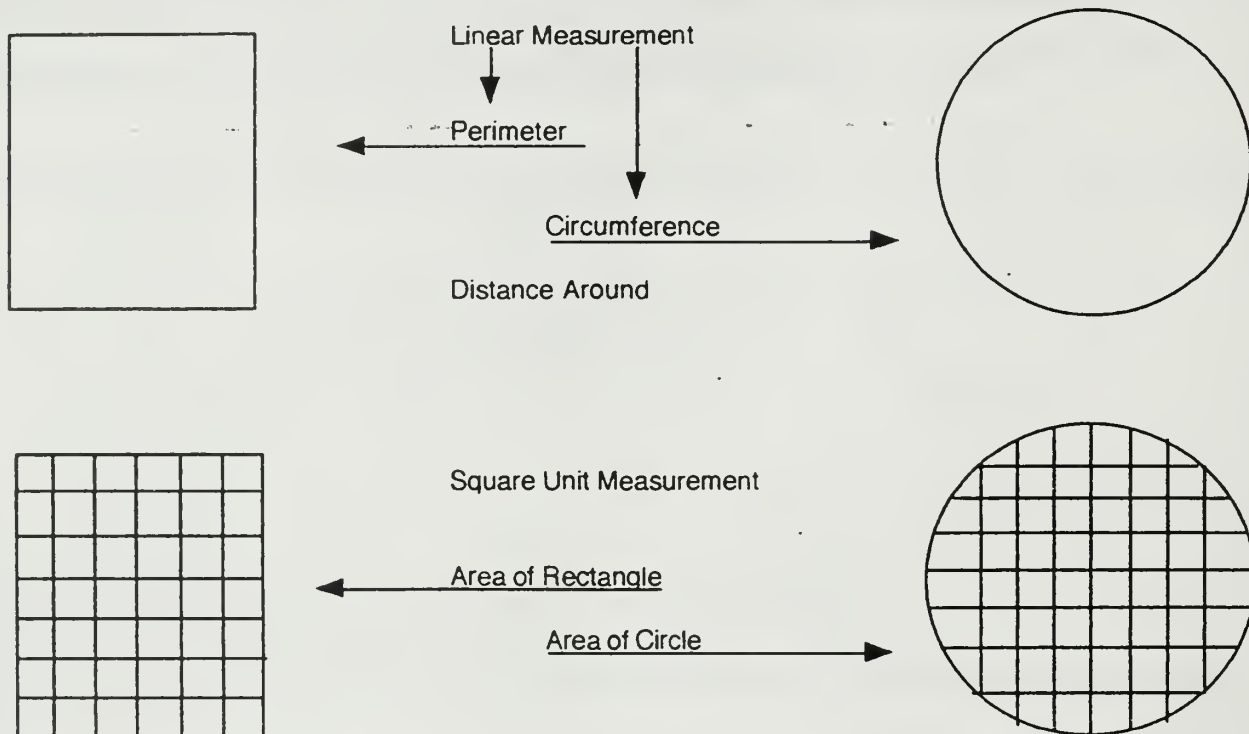
Now try these word problems.

Mrs. Jones wants to fence in her circular flower garden. The diameter is eight feet. How much fence will she need?

If the fencing costs \$1.19 a foot, what will it cost to fence it in?

John cut down two trees. The first one had a diameter of 2.5 feet. The second one had a diameter of 1.8 feet. What is the difference in the circumference of the trees?

Square unit measurement is used whenever you want to cover something. It is a measure of surface area. The three underlined words should help you to understand this lesson. When we talk about perimeter and circumference, we are talking about borders or boundaries. When we talk about area, we are talking about what is inside these borders or boundaries.



Area of any shape equals how many squares you can fit in it. These squares may be inches, feet, yards, miles, etc. I will draw a square inch. Each side of it will be one inch long. There is no room to draw a square foot or a square yard or a square mile, but if there were, each side would be a foot long, or a yard long, or a mile long.

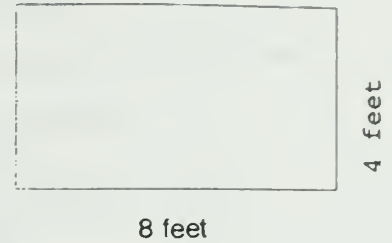


One way of finding area (square units) would be to draw squares inside a figure until it was filled. This would be accurate, but very time consuming. There is an easier way, using formulas. Formulas are like recipes. They tell you exactly what to do. You can rely on them. They have been thought up by brilliant mathematicians. You don't have to know how they figured them out, just use them and they will work. The formulas for area are on the following pages. An example of the formula in use is given area of a rectangle. a rectangle is a figure containing four right angles

$$A = L \times W$$

$$A = 8 \times 4$$

$$A = 32 \text{ square feet}$$



Using the formula, find the area of the rectangles with the given dimensions.

1. 6 ft. long, 3 ft. wide      Answer \_\_\_\_\_

2. 12 ft. long, 7 ft. wide      Answer \_\_\_\_\_

3. 9 ft. wide, 3 ft. long      Answer \_\_\_\_\_

4. 12 ft. long, 12 ft. wide      Answer \_\_\_\_\_

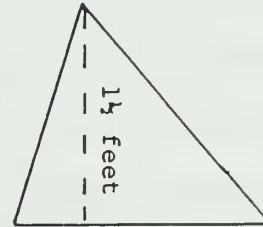
5. 29 ft. long, 21 ft. wide      Answer \_\_\_\_\_

Area of a triangle

$$A = \frac{1}{2}B \times H$$

$$A = .75 \times 1.5$$

$$A = 1.25 \text{ square feet}$$



Using the formula, find the area of the triangles with the given dimensions.

1. A base of 6 ft., a height of 8 ft.      Answer \_\_\_\_\_

2. A base of 12 in., a height of 1 ft.      Answer \_\_\_\_\_

3. A base of 10 ft., a height of 15 ft.      Answer \_\_\_\_\_

4. A base of 6 in., a height of 24 in.      Answer \_\_\_\_\_

5. A base of 5 ft., a height of 36 in.      Answer \_\_\_\_\_

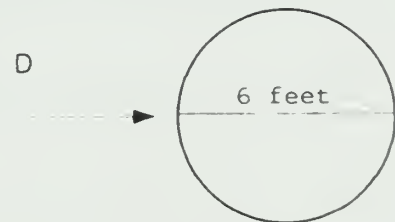
Area of a Circle

$$A = \pi \times R^2$$

$$A = 3.14 \times 3^2$$

$$A = 3.14 \times 9$$

$$A = 28.26 \text{ square feet}$$



Remember, radius is one-half the diameter



Find the area of circles with the given dimensions.

1. 4 ft. radius

Answer\_\_\_\_\_

2. 9 ft. radius

Answer\_\_\_\_\_

3. 12 ft. diameter

Answer\_\_\_\_\_

4. 7 ft. radius

Answer\_\_\_\_\_

5. 2.5 ft. radius

Answer\_\_\_\_\_

## WORKSHEET ON PREPOSITIONAL PHRASES

The following words are often used as prepositions:

about	below	for	since
above	beneath	from	through
across	beside	in	to
after	between	into	toward
against	beyond	like	under
along	but	near	until
among	by	of	up
around	concerning	off	upon
at	down	on	with
before	during	over	within
behind	except	past	without

following sentences:

### Rude Awakening

### Pony Express Rider

1. Alan Snodgrass had ridden his bicycle to the grocery store.
2. He was asking Mr. Browser about a summer job.
3. Suddenly five cars roared up the street.
4. "They seem in a hurry," commented Mr. Browser.
5. Bang! A sharp report echoed across the town.
6. Outside, people were running toward the town square.
7. Alan jumped on his bicycle and pedaled furiously down the street.
8. "Good morning, ladies and gentlemen," boomed a voice over a loudspeaker.
9. Alan inched his way through the crowd.
10. "We are gathered here for a special reason," continued the speaker.
11. "You have among you a famous young explorer ---Alan Snodgrass!"
12. R-I-N-G! The alarm clock on the dresser put a sudden end to Alan's dream.

1. The water in Pumpkin Creek was running over the banks. (2)
2. But the rider for the Pony Express wasted no time. (1)
3. At an Indian ford he led his nervous horse into the shallow water. (2)
4. Then he jumped onto his horse and spurred the skittish animal into the flood. (2)
5. His mount plunged under the water, then rose above the torrent, and headed for the far bank. (3)
6. Again on dry ground the relieved express rider left Pumpkin Creek behind him. (2)
7. The last thirty miles of his journey lay along the Oregon Trail. (2)
8. In the late afternoon, he rode into Scottsbluff, Nebraska, and passed the mail pouch to another pony express rider. (3)
9. The mail for the trip was late by nine hours. (2)
10. Few other riders could have made the trip in less time. (1)

--Based on *Riders of the Pony Express* by Ralph Moody

**WORKSHEET - PREPOSITIONAL PHRASES, SUBJECT, PREDICATE & DIRECT AND  
INDIRECT OBJECTS**

SAMPLE:            S     P   IO       DO  
                 Mom gave me new skis (for my birthday)

ASSIGNMENT

- 1)     The grocer sent Ann the wrong order.
- 2)     Ellen, will you pass Martha the syrup?
- 3)     Linda usually reads little Pat a story before bedtime.
- 4)     Linda, did you send Sandra or Sue my new record album?
- 5)     Brenda and I have bought Mother and Dad a tray for their anniversary.
- 6)     Before the dog show, we'll give Snooks a bath and a hair trim
- 7)     Next semester Mr. Rawlings will teach the boys photography
- 8)     Bud sold the Smiths three tickets for Saturday's game
- 9)     Mr. Smith paid Bud six dollars for each
- 10)    Television gives people many hours of entertainment

# WORKSHEET - PREPOSITIONAL PHRASES, SUBJECT, PREDICATE & DIRECT AND INDIRECT OBJECTS

## CHECK YOUR UNDERSTANDING

SAMPLE:            S     P     IO       DO  
                 Mom gave me new skis (for my birthday)

Pick out the indirect object in each of the following sentences.

- 1)     Mrs. Vernon gave the boys a ride.
- 2)     The traffic officer gave Mother a lecture.
- 3)     Has anyone fed Sandy his dinner?
- 4)     Have you bought Spike a birthday gift?
- 5)     Has Allen showed Paul his ring?
- 6)     Maybe we can sell Miss Jones a ticket to the class play
- 7)     Miss Argenta is teaching Yvonne a Spanish dance
- 8)     Bud sold Ben his old bicycle
- 9)     The Austins are paying Bud and George sixty dollars a month.
- 10)    Dad wired Mother the good news

## WORKSHEET - SUBJECT, PREDICATE AND DIRECT OBJECT

ESCAPE      SAMPLE      (In the morning)      S      P      DO  
we carried the canoe (to the pond).

- 1) John captured the badger with a lariat.
- 2) The ranch hands built a pen for the animal.
- 3) They put water and food in the pen.
- 4) He wanted his freedom.
- 5) After dark, Badge dug a hole close to the fence, but a large rock prevented his escape.
- 6) The ranch hands suspected nothing.
- 7) "He is just digging a cave."
- 8) Badge sank a shaft into the ground
- 9) He dug a tunnel and an upward shaft
- 10) On the fourth night Badge completed his escape passage



## WORKSHEET - SUBJECT, PREDICATE AND DIRECT OBJECT

EARLY COLORADO      SAMPLE      (In the morning)      S      P      DO  
we carried the canoe (to the pond)

- 1)      The Colorado goldseekers of '59 endured many hardships.
- 2)      Some lost their way.
- 3)      Many died from thirst and exhaustion.
- 4)      Others faced starvation.
- 5)      In 1865 the first stagecoach traveled between Kansas City and Denver.
- 6)      It arrived in Denver on September 23.
- 7)      The express company maintained stations along the route
- 8)      The Indians caused trouble almost immediately.
- 9)      The Cheyennes attacked a stagecoach in November, 1865, and the Arapahoes burned a way station in December of the same year.
- 10)      On that occasion they killed two men and a woman

## DEFINITION

**Predicate Noun:** A predicate noun completes the predicate and refers to the same person or thing as the subject.

## CHECK YOUR UNDERSTANDING

After identifying the linking verb in each of the following sentences, pick out the predicate noun.

	S	P	PN
<u>SAMPLE</u>	Climbing	is becoming	a popular sport.

- 1) The club is a growing organization.
- 2) Will Harry become the president?
- 3) Mabel will be chairman of the program committee.
- 4) Until this year, our garden has been Dad's pet project.
- 5) Is Elaine the girl with red hair?
- 6) No, that girl is Janet
- 7) Elaine and Janet were the stars of the school play

## ASSIGNMENT

- 1 Divide your paper into three columns. Subject, Verb, and Predicate Noun  
After the number of the sentence, put the subject in the first column  
In the second column, write the linking verb (Be sure to include the helping verb if there is one ) Finally, in the third column, write the predicate noun

## THE BORDER COLLIE

	S	P	PN
<u>SAMPLE</u>	Climbing	is becoming	a popular sport.

- 1) Border Collies are sheep dogs.
- 2) The Border Collie is the sheepherder's most prized possession.
- 3) The ancestors of Border Collies were the working dogs of Britain.
- 4) The Border Collie is a highly intelligent animal.
- 5) A well-trained collie becomes the master of the flock.
- 6) Is he a smooth and steady worker and a trustworthy friend?
- 7) A Border Collie may also be an expert watchdog.
- 8) Many Border Collies have become Seeing Eye dogs.
- 9) The champions are members of the Sheep Dog Society

## WORKSHEET ON PREDICATE ADJECTIVES

Find the simple subjects, verbs, and predicate adjectives in the following sentences. Underline the simple subject once, and the verb twice, and draw an arrow from the predicate adjective to the subject.

**EXAMPLE:** The mink is unsociable and defiant.

- A.
1. Bears are exceedingly fond of honey.
  2. The kneepads of the camel look tough and thick.
  3. A tornado is brief but indescribably violent.  
(But is diagramed like **and**.)
  4. New Orleans is famous for its Mardi Gras.
  5. The penguin's tricks were laughable.  
(Diagram **penguin's** like an adjective.)
- B.
1. Sufficient sleep is especially important for young people.
  2. A balanced, complete diet is essential for steady growth.
  3. The snowy owl is bold and powerful.  
(**Snowy owl** is one name.)
  4. Scotland's Loch Lomond has become famous in song and story.  
(Diagram **Scotland's** like an adjective.)
  5. The climate of the Netherlands is damp and chilly.

**LINKING VERBS.** The verbs be, become, grow, seem, appear, taste, smell, sound, look, and feel are called "linking verbs" when they join a predicate adjective or a predicate noun or pronoun to the subject. These verbs aren't always linking verbs.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**HOMeward BOUND BOOK REPORT FORM**

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

TYPE:            FICTION                      NON-FICTION (Circle One)

MAIN CHARACTERS: LIST.

SETTING:        WHERE, WHEN:

PLOT: Brief synopsis of story:

EVALUATION: 1-10 scale, why - List strong and weak points. Do you recommend the book, and why or why not?



## LETTER WRITING

We usually write two types of letters, friendly letters and business letters. Each has its own style.

### FRIENDLY LETTER

This has five parts.

- 1.) - Date
- 2.) Greeting or Salutation
- 3.) Body
- 4.) Closing
- 5.) Signature

<u>Date</u>	(1) The date is important to the reader as a point of reference. In your letter you may say next Sunday or last Thursday. The date lets the reader know when something happened or will happen.
<u>Greeting</u>	(2) The greeting varies according to the relationship of the writer and the one written to. It may be Dear Mary; My Dearest One; Honey; or Hi, Sweetheart, or whatever else you consider appropriate.
<u>Body</u>	(3) This is when you get out the news. It's cold and windy; I went to see "Cats"; I've got a bad cold; We had a fire in the garage, etc.
<u>Closing</u>	(4) Like the greeting, this depends on the relationship between writer and reader. So long for now; I love you; Your Friend; etc.
<u>Signature</u>	(5) Sign your name

#### Sample

(1) October 19, 1988

(2) Dear Bob

(3) How are you doing? It seems like you have been gone a long time, although it is only two months. I hope you are happy in your new school. How are your parents and sister doing? I am glad to hear you made the soccer team.

Things are pretty much the same around here. I got a job after school at Pizza Hut. I will probably give it up so I can play basketball

Well, I have to go to work now. Write me and let me know if you will be visiting during the holidays. Give my best to your family

(4) So long for now,

(5) Joe

## Business Letter

This type of letter has six parts.

- 1.) Heading (includes date)
- 2.) Inside Address
- 3.) Salutation or Greeting
- 4.) Body
- 5.) Closing
- 6.) Signature

(1) Heading (Your address and date)

(2) Inside address (name, title and address of person you are writing to)

(3) Salutation In a business address, Dear Sir is always correct. (You may use Dear Madam if you know the receiver is a woman.) You may use the person's name if you know it. After name or title, use a colon (:).

(4) Body This is where you state your business. Remember, it is a business letter so be sure to stick to the point. Do not include anything of a personal nature. Be specific and state your business politely.

(5) Closing Yours truly, or Sincerely yours is acceptable.

(6) Signature Sign your name. Use cursive, do not print.

### Sample

(1) 421 Oak Street  
Dunnellen, NJ  
October 7, 1990

(2) Howser Electronics  
900 State Street  
Chicago, IL

(3) Dear Sir:

(4) I am interested in having a radio which I purchased from your company about fifteen years ago repaired. The serial number is A21976-E. I believe the tuner is in need of repair.

Could you please advise me if the parts are still available for this model and, if so, what the approximate cost of repairing it would be.

(5) Yours truly,

(6) Michael Jones

Following are two blank pages. On the first one you are to write a friendly letter, and on the second one, a business letter. Refer to the sample letters if you need help with the punctuation.

## WHAT IS GOVERNMENT?

What is government and who needs one? You're probably thinking to yourself, "What has the government done for me lately?" Well, every group needs rules. Think of the classroom you're sitting in right now. without rules things would be crazy. The rules our government makes are an attempt to help different people with different needs and wants to live together.

People realized a long time ago that giving a few people power could be dangerous, so in the 1700's, our leaders wrote the Constitution. The Constitution set up a form of government called "democracy". In a democracy all citizens have a voice in government and they elect representatives to the government to act for them. The Constitution also stated what our leaders could and could not do to keep them from using their power to hurt instead of help Americans.

In order for the Constitution to work, we needed a system to carry out the form of government stated in the Constitution. As a result, three branches of government were formed; the legislative, executive, and judicial branches.

The legislative branch, which is Congress, makes the laws; the judicial branch, which is the Supreme Court and Federal Court system, explains and makes sure the laws are fair for all people; and the executive branch, which is the president, vice president and cabinet, enforces the laws.

Our system is also broken up into federal, state, and city government. the federal government makes many rules for the entire country. For example, the government makes laws about our money. Can you imagine if each state had its own money system? It would be very confusing.

The Federal government makes laws that affect all the states. Not only does our government provide structure and laws, it also provides services, such as military service that gives us protection at home and in other countries, police and fire protection, subsidized housing (which means the government will pay a part of the rent), health programs, supplementary food programs, and monies to build roads, hospitals, and schools.

Where does the government get money to do this? Simple; people pay taxes to city, state, and federal governments and that money is then used for programs such as the ones I just talked about.

As you can see, our government does do a lot for us. The important thing to remember is that you can't sit back and expect that your government leaders will read your mind.

You must take an active role in your government. You can start right now by writing to your Senator or Congressional representative and telling them what you think about public issues or telling them about problems that they may be able to help with.

When you turn 18, it's also important to go to your town or city hall and register to vote. You can find out more about voting by listening to the tape called "Voting".

About 200 years ago, Thomas Jefferson said that we need a government that is "of the people, by the people, and for the people". Remember to do your part.

## TEST

### WHAT IS GOVERNMENT?

1. Democracy means \_\_\_\_\_  
\_\_\_\_\_
2. List the three branches of government and state what they do.
  - A) \_\_\_\_\_  
\_\_\_\_\_
  - B) \_\_\_\_\_  
\_\_\_\_\_
  - C) \_\_\_\_\_  
\_\_\_\_\_
3. Explain how the system of checks and balances works.  
\_\_\_\_\_  
\_\_\_\_\_
4. The two branches of Congress are called the \_\_\_\_\_  
and the \_\_\_\_\_
5. The two major political parties in the United States are the \_\_\_\_\_  
and the \_\_\_\_\_
6. List three services that the federal government provides.
  - A) \_\_\_\_\_
  - B) \_\_\_\_\_
  - C) \_\_\_\_\_
7. A person elected to run a state is called \_\_\_\_\_
8. Which of the following are members of Congress?  
amayor      a governor      a representative      a senator



## TEST (Cont'd)

### WHAT IS GOVERNMENT?

READ THE NEXT THREE STATEMENTS. PUT A (T) IN FRONT OF THE STATEMENTS THAT YOU THINK ARE TRUE AND AN (F) IN FRONT OF THE ONES THAT YOU THINK ARE FALSE.

9.     \_\_\_\_\_ National elections are held every three years to choose a president.
10.    \_\_\_\_\_ If you turn 18 on or before election day, you can vote.
11.    \_\_\_\_\_ Only registered voters can vote.

## Social Studies

### Structure of Government

Objective: To give students a general idea of what our government is and how it works.

- A.
  - 1. Define government. A ruling body that manages the affairs of a society.
  - 2. The United States of America.
    - a. We are a democracy. Ask students what a democracy is. A government whose officials are elected, chosen by the citizens.
    - b. Define citizen. A person owing loyalty to a government and entitled to the protection of that government.
    - c. Constitution: A legal document outlining the rights and duties of the government and its citizens.
- B. The three branches of government in the United States:
  - 1. Executive - President and Vice President. These are elected by the people. The primary function of the Executive Branch is to give leadership and direction to the affairs of the government. They deal directly with the leaders of other nations.
  - 2. The Legislative Branch of government. This includes the Senate and the House of Representatives. These are also elective offices. Each state has 2 U.S. Senators. The number of Congressmen or Representatives depends on the population of each state.
  - 3. The Judiciary. These are appointed to the office by the President and approved by the Legislature.

Objective: To explain how the system of checks and balances works

Lecture and Discussion.

A bill is introduced in the Congress. It is discussed and either defeated or passed. It then goes on to the Senate where the same procedure takes place. If it passes in both the House and the Senate, it is sent to the President for his signature.

When the President receives the bill, he will either sign it (it then becomes a law) or if he strongly disagrees, he may veto it, which means it is not a law. (Options: It may be rewritten to his satisfaction or the Congress and Senate may override his veto, saying to him - like it or not, we feel it is a good bill and should become a law {Explain majority needed.})

Government

Judiciary. These are appointed judges. Remember that. Their duty is to decide whether or not a law is constitutional. If the Legislature passes a bill and the President signs it, it is a law. If someone questions the constitutionality of the law, the Court will review it and say it is OK or not OK. Remember, the Court uses the Constitution as its guide.

SOCIAL STUDIES  
Government (Cont'd)

1. What is a government?
2. What is a citizen?
3. What is a democracy?
4. What is the Constitution?
5. What government officials are elected?
6. Who are appointed?
7. How does a bill become law?
8. What are rights?
9. What are duties?
10. What is your most important right?
11. The two U.S. Senators for the State of Massachusetts are Ted Kennedy and John Kerry.
12. Terms:
  - A. President and Vice President - 4 years
  - B. U.S. Senator - 6 years
  - C. U.S. Congressman - 2 years

Biographical Notes on Some Presidents

- George Washington - 1789-1797 Known as the Father of our Country, he was a military genius who won the War of Independence against the British. So popular and admired was he, that he was pressured to be king, but he resisted this movement for monarchy because he believed in representative government. He was elected president instead and served two terms, setting many precedents. He was an ardent isolationist, which means he thought this nation should not be involved with the problems of other countries.
- Thomas Jefferson - 1801-1809 A great political reformer and visionary, he was responsible for land reform in his home state of Virginia, for separation of church and state, and for free public education. He was from an aristocratic background, but was in sympathy with the courses of the common man. Thought a slaveholder himself, he was the first to champion civil rights and the abolition of slavery. However, he did not push for legislation in these areas because he thought the nation was not yet ready to accept them. He authorized the Declaration of Independence for which he is best remembered, and established the University of Virginia which he considered his greatest achievement. He was a fine architect, and his home, Monticello, as well as the buildings for the University of Virginia stand today as proof of his genius in that field.
- Abraham Lincoln - 1861-1865 He was elected President as the Union faced its greatest crisis, the Civil War. When all negotiations failed, he decided, as much as he despised it, that the only way to save the nation was war. There were many contributing factors that brought about the war, but Lincoln's main concern was to save the union. The union forces won the war, but the conflict caused bitter feelings between north and south. Lincoln delivered the Emancipation Proclamation that abolished slavery. He was assassinated at Ford's Theater shortly.
- Franklin Delano Roosevelt - 1933-1945 A former Secretary of the Navy, and former governor of the State of New York, "F.D.R." as he is best remembered, defeated Republican incumbent, Herbert Hoover in the 1932 Presidential election. F.D.R. had been stricken by polio as a young man, but painfully overcame his handicap to become one of the most significant and revered presidents in American history. He took office at a time when the nation was troubled by the economic woes of the Great Depression which was world-wide. He instituted many projects and agencies that created jobs, among them the P.W.A., the T.V.A., the S.S.A. and the C.C.C. These began to help the economy grow, and the onset of W.W. II further stimulated it. Like Jefferson, he was a champion of the masses, a strong supporter of organized labor, and the nemesis of ruthless, unregulated, big business. Elected president four times, he died in office on April 12, 1945.

SOCIAL STUDIES  
Government (Cont'd)

Harry Truman -  
1945-1953

Truman was Vice President at the time of Roosevelt's death and succeeded him as President. His toughest decision was whether or not to use the atom bomb to hasten the end of W.W. II. This he decided to do, and two Japanese cities, Hiroshima and Nagasaki were totally demolished. Days later, Japan capitulated, W.W. II ended, and the Cold War began. Russia seized control of Eastern Europe and had designs on the western countries of Europe which had been devastated in the war. Truman countered by implementing the Marshall Plan, which gave economic aid to rebuild western Europe and help them resist a communist takeover. Truman was elected in 1948, defeating Thomas Dewey, Republican governor of New York, in the greatest political upset in American history. During his second administration, he ordered the desegregation of the military and worked for the social reforms of F.D.R.'s New Deal.

John F. Kennedy -  
1961-1963

He defeated Richard M. Nixon for the presidency in a very close race that many believed he could not win because of his religious beliefs. Kennedy, a talented orator, convinced the voters that there need be no conflicts between his religion and the affairs of state. He brought new hope and energy to the nation through his youth, wit, and personal charm. During his brief term, he established NASA and the Peace Corps. He also confronted the soviet Union when they installed missiles in Cuba, just about ninety miles from the United States. He ordered a blockade of Cuba and the Russians backed down and removed the missiles. He was assassinated in Dallas, Texas on November 23, 1963.

Richard M. Nixon -  
1969-1974

Nixon was one of the most gifted statesmen of all time. He initiated trade with communist China and began arms talks with the Soviet Union. In domestic affairs he was somewhat of a moderate. Unfortunately, he was caught up in the Watergate scandal cover up and in the face of almost certain impeachment, resigned the presidency.



## **Social Studies Test**

- What are the three branches of government in the United States and what is the primary function of each?
- Define democracy.
- What is a citizen?
- What is the Constitution of the United States?
- What is isolationism?
- What purpose does the system of checks and balances serve?
- Who are the two United States Senators from the Commonwealth of Massachusetts?
- What is internationalism?
- What are the two major political parties in the United States?
- What is term limitation?
1. Authored the Declaration of Independence.
  2. Was elected four times to the presidency.
  3. Delivered the Emancipation Proclamation.
  4. Was president during the Cuban missile crisis.
  5. Established Social Security Administration.
  6. Architect who designed many of the buildings of the University of Virginia and his own home, Monticello.
  7. Began arms agreement talks with the Soviet Union.
  8. Established the Peace Corps
  9. Noted for his idea of Separation of Church and State
  10. Established the C.c.c.
  11. Was assassinated in Dallas, Texas
  12. Was Commander-in-Chief during the Civil War
  13. A gifted statesman who opened trade talks with Communist China.
  14. Authorized the use of the atomic bomb
  15. Victor in the biggest political upset in United States history
  16. Led the American Forces during the Revolutionary War
  17. Authorized land reform in Virginia
  18. Was the first United States President elected to serve two terms
  19. Succeeded F.D.R. as President of the United States
  20. As a young man was crippled by polio



## Completion

1. The three branches of the government are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. A U. S. senator is elected for a term of \_\_\_\_\_ years.
3. Members of the \_\_\_\_\_ branch of government are appointed by the president.
4. The system of \_\_\_\_\_ and \_\_\_\_\_ ensures that no one branch of government becomes too powerful.
5. The \_\_\_\_\_ is a written document that outlines the rights and duties of the government and its citizens.
6. The two U. S. senators from the Commonwealth of Massachusetts are \_\_\_\_\_ and \_\_\_\_\_.
7. The \_\_\_\_\_ decides whether or not a law is constitutional.
8. When a bill is approved by both the house and senate and signed by the president, it becomes a \_\_\_\_\_.
9. When the president strongly dislikes a bill passed by both houses, he usually \_\_\_\_\_ it.
10. The president is a member of the \_\_\_\_\_ branch of government.

TRUE OR FALSE

1. The Constitution guarantees the rights of all citizens.
2. A supreme court justice is appointed by the president for a term of four years.
3. A 3/4 majority of both houses is needed to override a presidential veto.
4. The president has 10 days to act (sign or veto) on a bill.
5. A bill that appropriates money must be introduced in the lower house.
6. Richard Nixon was president during the Cuban missile crisis.
7. When John F. Kennedy was assassinated, Jimmy Carter became president.
8. Franklin D. Roosevelt was elected president 4 times.
9. To maintain your citizenship, you must vote.
10. One person's vote does not matter.

## **A GUIDE FOR DISCUSSING CURRENT EVENTS**

**Q.** What are current events?

**A.** Current events are the things that are happening in the world now. It may be art, politics, sports, moral issues, economics or anything else that is worth knowing about.

Current events is tomorrow's history.

When you read your newspaper or watch the news on television, you are studying current events. Most people like to talk about the news or discuss current events. If you are going to talk about something, you should know what you are talking about.

As you read, watch or listen to what is going on, the following will help you to discuss things more intelligently.

**When:** When did this event take place?

**Where:** Where did it happen?

**What:** What is it that happened, or what are we discussing?

**Who:** Who are the people or parties involved?

**Pro (For); Con (Against):** Most any newsworthy item will cause different reactions in different people. If you listen and read carefully, you will either take one side or the other. When you enter a discussion, you will have your point-of-view to present; others will have theirs. If everyone gives the others a chance to speak, it will be a learning experience for all. If everyone respects the others right to speak and share his/her point of view, you can have a good time talking things over.

### **Point-of-View**

If I look up and you look down upon the biggest man in town, I'll see his eyes, his ears, his nose; you'll see his knees, his feet, his toes. And although it is one man we see, I'll swear he's A; you'll swear he's B.

That poem explains perfectly what point of view is. We all see things differently at times because we come from different backgrounds. This is especially true in our country. We are of different races, religions, nationalities, and economic backgrounds. All of these are influencing factors that determine our points of view.

## THE HOMEWARD BOUND EXPERIENCE

Your twenty-six day journey at Homeward Bound falls at a critical time in your life. While most of society would rather that those people who break the law be put behind bars for good, the Department of Youth Services has given you the opportunity to prove yourself different. In order to achieve a diploma, you will be expected to work hard both physically and mentally. Our expectations are high as are the rewards. If you open your mind to what the program has to offer, great things may happen. Give of yourself and allow yourself to experience new things. We wish you the very best as we will help encourage and support you throughout the program. Take full advantage of this program, and your next step will be a free one. It will be our pleasure to see you at graduation on your twenty-sixth day.

## GOALS

A goal is something that you desire to become or to attain and that will take a great deal of hard work in order to do so.

The goals that you set should be realistic ones that are attainable. The vision that is in your head must be one that can come true after the hard work is put forth. Once you have set a goal, the next step is to develop the realistic plan. Make the plan a detailed one. The plan should point you clearly in the direction that you need to go in order to achieve the goal. Take this time to set goals and outline the plans for both this program and afterwards. Make sure that you do the work that is needed! Good luck!!

### HOMeward BOUND PROGRAM

#### GOAL #1:

Plan to achieve that goal:

- 1.
- 2.
- 3.
- 4.

#### GOAL #2:

Plan to achieve that goal:

- 1.
- 2.
- 3.
- 4.

### POST GRADUATION GOAL

#### GOAL #1

Plan to achieve that goal:

- 1
- 2
- 3
- 4

#### GOAL #2

Plan to achieve that goal

- 1
- 2
- 3
- 4

## STOPPING SMOKING

Stopping smoking can be difficult for many people. Breaking a "habit" is not easy. It is a very good idea to never start smoking.

Most people who smoke cigarettes want to stop. Non-smokers and ex-smokers all want the benefits of not smoking.

### BENEFITS OF NOT SMOKING

RIGHT AWAY	LONG TERM BENEFITS
<ul style="list-style-type: none"> <li>◦ Easier to breathe</li> <li>◦ Food tastes better</li> <li>◦ Sense of smell returns</li> <li>◦ Save money</li> <li>◦ Stains on teeth and fingers go away</li> </ul>	<ul style="list-style-type: none"> <li>◦ More energy</li> <li>◦ Better health, fewer colds</li> <li>◦ Feel better about yourself</li> <li>◦ Lungs heal themselves</li> <li>◦ Less chance of heart attack or stroke</li> <li>◦ Look younger, especially your skin</li> </ul>

### HOW TO STOP

Smokers usually either try to stop gradually (detox) or they go "cold turkey" (all at once). Some people stop easily without any problems. Others find it more difficult.

### WITHDRAWAL SYMPTOMS

Nicotine is an addictive "stimulant" drug. So an ex-smoker can have both physical and mental (psychological) withdrawal symptoms. You might feel tired, or nervous at first.

Doctors can prescribe nicotine chewing gum to help people who want to stop smoking. The small amount of nicotine in the gum helps them "detox" slowly. They can work on breaking the "habit".

### DEALING WITH PROBLEMS

Many people like to smoke when they have a problem. However, *cigarettes don't help anyone solve a problem*. They've been handling their problems by themselves all along!

### SELF-HELP GROUPS

There are many groups that will help smokers become "non-smokers". If you want to stop smoking, ask your doctor or school counselor for suggestions.

### Activity A

**Directions:** Discussion topics.

- 1 Why do you think young people start to smoke?
- 2 Do you believe that you could become addicted to cigarettes if you began to smoke?
- 3 Are the benefits of smoking cigarettes worth the risk of bad health and cancer?
- 4 What are some good ways that you can deal with your daily problems?



## NICOTINE

Nicotine is a stimulant drug found in tobacco leaves. tobacco products include cigarettes, cigars, pipe tobacco, and chewing tobacco. the nicotine gets into our blood stream by smoking it or chewing it.

There are other dangerous ingredients in tobacco besides nicotine such as "tars". These ingredients give you lung and mouth cancer. Other forms of cancer may also be related to tobacco use.

*It is the nicotine in tobacco that makes it addictive. Once you start to smoke, you may not be able to stop.*

### WHY PEOPLE START TO SMOKE

Usually, people start smoking when they are young. Sometimes, they are only in elementary school or junior high. Smoking cigarettes tastes bad at first. Young people don't smoke because they "enjoy" it. They usually start for many different reasons. **ADULTS ALMOST NEVER START SMOKING.**

Here are some of the reasons why young people start to smoke.

- Their friends do it and they want to fit in.
- It "looks" like fun. The ads make it look that way.
- They don't see any immediate danger.
- They don't expect the drug to control them.

### NICOTINE ADDICTION

No matter why people start smoking, eventually the majority of users become "addicted" or "hooked". It is the nicotine in cigarettes that gives smokers the feeling they seek. It is the nicotine that addicts them. Nicotine is a "stimulant". It does not relax you. In fact, smoking cigarettes makes you nervous

### Activity A

**Directions:** Fill in the blanks with a word that correctly completes the statement

1. The ingredient in tobacco that addicts a smoker is the \_\_\_\_\_
2. Nicotine is a \_\_\_\_\_ drug (Depressant, narcotic, stimulant, hallucinogen)
3. Nicotine is found in all \_\_\_\_\_ products
4. Tobacco products include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
5. Chewing tobacco \_\_\_\_\_ just as addictive as cigarettes (is, is not)
6. Tars and other ingredients in tobacco give you lung and mouth \_\_\_\_\_
7. Most people start to smoke when they are \_\_\_\_\_ (teens, adults)
8. The first cigarette a person smokes always tastes \_\_\_\_\_ (bad good)

**Basic Facts About Drugs**

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**WHAT IS DRUG ABUSE?****Kinds of drug abuse.**

- Using any drug in the incorrect way, even a prescribed drug or an over-the-counter drug.
- Using addictive drugs that could be harmful to your body such as cigarettes and alcohol.
- Using any illegal substance, even once, such as heroin, crack, or pot.

**Activity A**

**Directions:** Read each situation. Decide if it is drug abuse. Circle your answer.

- |     |    |                                                                                                                                                                                      |
|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YES | NO | 1. Sandy is a teenager. She smokes cigarettes even though she knows they are bad for her health.                                                                                     |
| YES | NO | 2. Al has several drinks every night after work. He usually gets drunk and yells at his family. He says he doesn't have a problem because he never drinks when he has to go to work. |
| YES | NO | 3. Bob has arthritis (painful joints). He takes aspirin every morning and every evening.                                                                                             |
| YES | NO | 4. Johnny has used nose drops every day for a long time. He has never seen a doctor about his problem.                                                                               |
| YES | NO | 5. Joan has cancer. She has severe pain. Her doctor gave her a prescription for morphine.                                                                                            |
| YES | NO | 6. A friend of Alice's gave her some marijuana (pot). She smoked it with her friends. They do not do this very often.                                                                |
| YES | NO | 7. Karl decided to try cocaine. He wanted to do it just once so he could see what it was like.                                                                                       |
| YES | NO | 8. Tom had a cough. He went to the drugstore and asked the pharmacist to recommend something.                                                                                        |

## ILLEGAL DRUGS

### Illegal - Against the law

It is against the law to buy, sell or even to have certain drugs. These are the illegal drugs. doctors cannot prescribe them. They have no useful medical purpose. They are dangerous. Many of them can kill you.

Examples: All hallucinogenic drugs such as PCP and marijuana.  
Narcotics such as heroin.  
Cocaine or crack.

A legal drug can be "illegal" if you use it incorrectly.

Any drug can be dangerous if you use it in the wrong way.

### Wrong Ways to Use Drugs

- Taking more of the drug than you should.
- Not following the directions for using the drug.
- Storing a drug incorrectly.
- Mixing a prescription drug with another drug, such as alcohol.
- Using a drug for something other than what it was prescribed for.
- Giving your prescription medicine to another person.

### Activity A

**Directions:** Select the word that completes the statement correctly  
Check back on the pages you have finished for information

- 1 Heroin is an example of an \_\_\_\_\_ narcotic. (legal, illegal)
- 2 LSD is one example of a \_\_\_\_\_ (narcotic, hallucinogen)
- 3 You are not allowed to buy, sell, or have an \_\_\_\_\_ drug. (illegal, prescription)
- 4 All \_\_\_\_\_ are illegal (narcotics, hallucinogens)
- 5 A doctor might prescribe a \_\_\_\_\_ to a very nervous patient  
(tranquilizer, amphetamine)
- 6 Another name for "pot" is \_\_\_\_\_ (marijuana, cocaine)
- 7 Coffee contains a stimulant called \_\_\_\_\_ (caffeine, nicotine)

## LEGAL AND ILLEGAL USE OF DRUGS

Some drugs have legal and illegal uses. Here are the rules:

- A drug can be legal if a doctor prescribes it, if you purchase it at a store, or your parents give it to you. It is illegal if you get the drug in some other way.
- Some drugs are always illegal. Hallucinogens are illegal. Heroin and cocaine (crack) are illegal.

### Activity A

**Directions:** Read each situation below. Decide if the drug use is legal or illegal. Circle the answer.

- LEGAL OR ILLEGAL    1. Donna bought PCP from a friend for herself so she could get high.
- LEGAL OR ILLEGAL    2. Karl has an infection. His doctor wrote him a prescription for penicillin. Karl gave half of the pills to a friend.
- LEGAL OR ILLEGAL    3. Mac has arthritis (pain in his joints). He bought Ibuprofen at the drug store to use for pain.
- LEGAL OR ILLEGAL    4. Judy and her friend bought glue. They smelled it so they could get "high".
- LEGAL OR ILLEGAL    5. Sally's mother bought aspirin for the family to use when anyone had a headache.
- LEGAL OR ILLEGAL    6. Randy's father got a prescription for tranquilizers from his doctor. Randy took some of the pills without his father's knowing.
- LEGAL OR ILLEGAL    7. Clara had cancer. She was in pain. Her doctor prescribed morphine, a narcotic.

### **Drugs: Friend or Foe**

You know that drugs can be medicines. They can help you feel better when you are sick. A doctor may want you to take a certain drug, but, drugs can also be dangerous. They can be addictive. Addictive means you start taking them and then can't stop. Your body may start to want more and more.

## CANNABIS (MARIJUANA)

The scientific name for this drug type is "cannabis". The most commonly known cannabis is marijuana or "pot". Cannabis is a commonly abused drug.

Marijuana is known by many "street names". Some of them are *grass, weed, reefer, dope, and Mary Jane*.

It looks like dried parsley mixed with stems that may include seeds. Usually, people smoke this drug. But some users eat it.

### Effects

Marijuana, hashish and other cannabis drugs makes the user's heart beat faster. It causes bloodshot eyes. It makes your mouth and throat dry. It also makes people hungry.

People use marijuana to get "high". Smoking this drug produces a feeling of pleasure. "Pot" also makes people very talkative or extremely quiet.

Marijuana causes a lack of physical coordination. Using "pot" would hurt an athlete's ability. It would be dangerous to drive a car if you had smoked "pot".

### Long Term Effects

People who use marijuana for a long time may have *hallucinations*. That means they start to see and hear things that are not there. They may have a loss of memory. They forget things easily. Worst of all, using "pot" takes away your energy and desire to do almost anything. Smoking "pot" can also cause lung cancer.

### Activity A

**Directions:** Read these statements. Check (✓) those that are true about marijuana.

- \_\_\_\_\_ 1. Marijuana isn't dangerous to smoke.
- \_\_\_\_\_ 2. Marijuana or "pot" takes away your energy and desire to do almost anything
- \_\_\_\_\_ 3. Using "pot" for a long time won't hurt you
- \_\_\_\_\_ 4. People who use "pot" for a long time become forgetful and start to hear and see things that aren't there, even when they are not smoking the drug
- \_\_\_\_\_ 5. People smoke "pot" because it makes them feel good at first
- \_\_\_\_\_ 6. Smoking "pot" is good for losing weight



## WHAT IS A DRUG PROBLEM?



### **Activity** **A Self Test**

**Directions:** Ask yourself these questions about possible drug abuse. You do not need to mark your answers on the paper or put your name on this page.

- |     |    |                                                                                                                                                                                                    |
|-----|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YES | NO | 1. Do I use any illegal drugs, even once in a while? Illegal drugs are: PCP, marijuana (pot), mescaline, narcotics, cocaine.                                                                       |
| YES | NO | 2. Do I use any drugs that I get from someone other than a pharmacist or a doctor?                                                                                                                 |
| YES | NO | 3. Do I use alcohol, even once in a while? The laws about buying or using alcohol are different in every state, but, it is illegal to buy or use alcohol until you are at least 18 in every state. |
| YES | NO | 4. Do I feel as if I "need" any drug in order to get through the day?                                                                                                                              |
| YES | NO | 5. Do I smoke cigarettes?                                                                                                                                                                          |
| YES | NO | 6. Do I take any drugs on a regular basis, even over-the-counter drugs, without talking to my doctor?                                                                                              |

*If you answered YES to any of these questions, make an appointment to talk with your school guidance counselor or other health professional.*

### **Activity B**

**Directions:** Read each situation. Decide if the person has a drug problem. Circle your answer.

- |     |    |                                                                                                                                                          |
|-----|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| YES | NO | 1. Cassie likes to go to parties with her friends. She always has alcoholic beverages. She says she can't have fun or relax without a beer or two.       |
| YES | NO | 2. Tommy started smoking when he was nine. He has to go outside the building after every class to smoke a cigarette. If he can't smoke, he gets nervous. |
| YES | NO | 3. Margaret has diabetes. She must take an insulin shot every day.                                                                                       |
| YES | NO | 4. George has allergies. Once a week he gets a shot from his doctor.                                                                                     |
| YES | NO | 5. William says he can't wake up in the morning without a cup of coffee with caffeine. When he doesn't have coffee, he gets a headache.                  |
| YES | NO | 6. Jody enjoys marijuana cigarettes. She says she's "just a social user." She could give it up anytime she wants to.                                     |

## COMMONLY ABUSED DRUGS

"Drug abuse" means using a drug incorrectly. It also means using any illegal drug. Here are the four types of drugs that people commonly abuse. These four types of drugs are all addictive (habit forming).

<p><b>NARCOTICS</b> (Pain relievers made from poppy seeds or synthetically.)</p> <p>Narcotics first produce a relief from pain and a feeling of pleasure or well-being. People who abuse these drugs may feel sleepy and nauseous. All legal narcotic drugs require a prescription.</p> <p>Codeine, Demerol, and morphine are examples of legal narcotics.</p> <p>Heroin is an illegal narcotic drug. It may not be sold or used legally under any circumstances.</p>	<p><b>DEPRESSANTS</b> (Drugs that make you calm, relaxed, induce sleep.)</p> <p>Depressant drugs depress the central nervous system. They are especially dangerous if mixed with other drugs. Large doses can cause depression, coma, and death.</p> <p>Alcohol (beer, wine, liquor) is the most commonly used depressant drug. Barbiturates (downers), sedatives, and tranquilizers (Valium, Librium, Miltown, are also depressants.</p>
<p><b>STIMULANTS</b> (Drugs that make your heart beat faster and make you breathe faster.)</p> <p>Stimulants can raise your blood pressure, it can take away your appetite. They can also cause sweating, headaches, dizziness, and anxiety.</p> <p>The most commonly used stimulant is caffeine which is found in coffee, tea, chocolate, and cola drinks. Nicotine, an addictive substance found in cigarettes, is also a stimulant.</p> <p>Amphetamines are prescription drugs. They are commonly known by the street names "speed" or "uppers". Examples are Dexedrine, NoDoz, Ritalin.</p> <p>Cocaine or crack is a stimulant. Use of this drug is illegal and dangerous.</p>	<p><b>HALLUCINOGENS and related drugs</b> (Illegal drugs that change the way you see things.)</p> <p>The effects of hallucinogen drugs are very unpredictable (no one knows what may happen). That is why all hallucinogens are illegal.</p> <p>The best known of these drugs are PCP (Angel Dust), LSD (acid), and mescaline. Marijuana (pot) is a related drug.</p> <p>Because these drugs block our nerves that tell us we are in pain, people may hurt themselves without realizing it. These drugs often cause illusions and hallucinations - people think they hear and see things that are not there.</p>

### Activity A

**Directions:** Match the type of drug with its effect

- |                      |                                                     |
|----------------------|-----------------------------------------------------|
| ____ 1. Narcotic     | A. Raises your energy level                         |
| ____ 2. Stimulant    | B. Makes you feel calmer, more relaxed              |
| ____ 3. Hallucinogen | C. Stops pain, produces a feeling of well-being     |
| ____ 4. Depressant   | D. Produces strange feelings such as hallucinations |

### Activity B

**Directions:** Match the type of drug to the examples

- |                      |                                                                     |
|----------------------|---------------------------------------------------------------------|
| ____ 1. Narcotic     | A. Caffeine in coffee, nicotine in cigarettes, amphetamines (speed) |
| ____ 2. Stimulant    | B. Tranquilizers, alcohol, sedatives                                |
| ____ 3. Hallucinogen | C. Demerol, morphine, codeine                                       |
| ____ 4. Depressant   | D. LSD, PCP, mescaline                                              |

## SOME FACTS ABOUT ALCOHOL TO THINK ABOUT

### Activity A

**Directions:**

Read each of these facts about alcohol.  
Decide if using alcohol is worth the risk to your health and safety.

- Alcohol is a mind-altering drug. It changes the way you think about things.
- Alcohol is the leading drug of abuse.
- It takes about one hour to burn up the alcohol in one drink (a can of beer, a glass of wine, an average mixed drink).
- Coffee, long walks, cold showers do not speed up the process of burning up the alcohol in your body.
- Once you have one drink your judgment is impaired (hurt). You can't decide if you are "intoxicated or not".
- Once you have had "one" drink, you can't decide if you are able to drive.
- Even one drink slows down your ability to drive. Your reaction time, your judgment, your ability to judge distances, speed, or changes in the road conditions is not as good.
- Many fatal accidents happen because the driver of the car goes to sleep. Most of these drivers have been drinking alcoholic beverages.
- Most of the fatal automobile accidents involve a driver who has been drinking alcohol.
- Drinking alcohol as a child or teenager will stunt your growth. You won't be as tall as you would have been if you didn't drink.
- Drinking alcohol damages your liver. If you drink alcohol regularly over a long period of time you will get hepatitis and possibly cirrhosis of the liver.
- Alcoholics are more likely to get cancer, ulcers, and heart disease than other people.
- Alcohol has a toxic (poisonous) effect on the heart muscle. It can cause our heart to enlarge. Your heart can stop beating.

### Activity B

**Directions:**

Discuss these questions with your class or your family

1. Why do people use alcohol even though it is very dangerous to their health and safety?
2. How does the use of alcohol hurt family life?

## Depressants

---

Alcoholics are both physically and psychologically addicted to this drug. Physical addiction means your body "needs" the drug to function. If you stop using the drug you will have withdrawal symptoms. You can get sick and even die.

### PHYSICAL WITHDRAWAL SYMPTOMS

The physical effects of withdrawing from alcohol are nausea, vomiting, irritability, tremors (shaking), sweating, insomnia.

### AFTER YOU DRINK -- "HANGOVERS"

Even if you are not an alcoholic, you can have withdrawal symptoms after you drink. These symptoms can be mild or severe. People often have headaches after they drink alcoholic beverages. Many people experience nausea and vomiting when they drink. The term "hangover" describes how people feel after drinking.

### PSYCHOLOGICAL ADDICTION

Many people are psychologically addicted to alcohol. They think they need it. They "crave" a drink. They say, "I need a drink." If they can't drink, they get nervous. They have feelings of pain. They use alcohol whenever they have a problem or feel stress. They think that alcohol helps them solve problems.

### YOUR TOLERANCE LEVEL

Some people can drink more than others without feeling effects. They may not feel either the "desired" effects or the "unwanted" effects. How much you can drink without an effect depends on your age, your weight, your sex, whether you've eaten, the type of drink, whether you've taken other drugs, and how you feel in general.

Alcohol affects you more quickly if you are young, slender, a female, hungry, and feeling tired or depressed. Some people are affected more by certain types of alcohol such as wine, beer, or liquor. If you have taken another depressant drug, drinking can be very dangerous.

### Activity A

**Directions:** Write the missing word in the space.

1. An alcoholic is both \_\_\_\_\_ and \_\_\_\_\_ addicted to alcohol.
2. The effects you might have if you stopped taking a drug are called \_\_\_\_\_  
\_\_\_\_\_. (two words)
3. A \_\_\_\_\_ is the effect that anyone who drinks alcohol might feel after drinking.
4. Some characteristics that might make alcohol affect you more than usual are \_\_\_\_\_  
\_\_\_\_\_ or \_\_\_\_\_.



## GETTING HELP

*People trying to withdraw from alcohol should always seek medical help.*

### RECOVERING FROM ALCOHOLISM

If alcoholism is a disease, is there a cure? The answer is yes and no. The only cure is to stop drinking completely. An alcoholic can never drink, "Not even once."

*That's not so bad! We do not need alcohol. Our lives are much happier without the use of this or any other drug.*

### ORGANIZATIONS THAT CAN HELP

Alcoholics and people who live with alcoholics both need help. Here are some "support" groups that can help.

A.A. -- Alcoholics Anonymous -- A group that helps people stop drinking and continue to be drug free.
ALANON -- A group organized by A.A. for the spouses and children of alcoholics.
ALATEEN -- A group for teenagers whose parents or other family members or friends have an alcohol problem.
COA -- A group to help Children of Alcoholics.
ACOA -- Adult Children of Alcoholics. A group that helps people whose parents were alcoholics. Often these people continue to have problems even when they become adults.

### LONG TERM TREATMENT OF ALCOHOL ABUSE

- *Detoxify* -- stop drinking completely. Detoxify means get the poison out of your body. Alcohol is poison to an alcoholic. Always "detox" under the care of a doctor.
- *Get medical care* -- a doctor may prescribe medicine to help an alcoholic during the "detoxification" period.
- *Therapy* - a counselor can help an alcoholic figure out why he or she wants to drink.
- *Coping skills* -- eventually the alcoholic needs to develop ways to cope with life without alcohol.

### Activity A

**Directions:** Answer these questions. Use your best judgment.

1. The best way to avoid becoming an alcoholic is to \_\_\_\_\_.
2. The first step in recovery from alcohol abuse is to \_\_\_\_\_.
3. How do you cope with problems? List ways to relax without using drugs.



## STIMULATIONS WITHOUT DRUGS

Most people like excitement at least some of the time. There are lots of ways to have excitement and fun without drugs.

### SPORTS ARE EXCITING

- Skiing
- Roller skating
- Tennis
- Basketball



### DAILY EXERCISE

- Stretching
- Walking
- Jogging
- Aerobics class

**WORK IS EXCITING FOR MANY PEOPLE. BE SURE TO CHOOSE A CAREER YOU WILL ENJOY.**

- Pilots enjoy flying airplanes.
- Teachers enjoy their students.
- Sales people want to please their customers

**TRAVELING AND MEETING NEW PEOPLE IS EXCITING FOR MANY PEOPLE.**

- Visit a new country such as Canada or Mexico.
- Plan a drive to the mountains, the beach, or a nearby lake
- Think about visiting friends or family in another state or city
- Save your money to take a cruise on a boat or an airplane ride

### Activity A

**Directions:** List some careers that you would think might be exciting

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### Activity B

**Directions:** List some other activities that you think are exciting

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## SUPPORT NETWORK

We all face challenges throughout our lifetime. The way that we choose to face these challenges may decide how successful we are in life. It is important that you take this time at Homeward Bound to decide what areas in your life need a change. Outline a plan that will help you make the necessary change. Very often, seeking the aid of others may provide a great deal of assistance and support. Organizations such as NA or AA, individuals such as guidance counselors, and street workers, and even family members may be a great resource to use upon returning home. Please take the time to think about what support network would be of the greatest assistance to you.

1. The change that needs to be made:

---

---

---

Why is it important for this change to occur:

---

---

---

---

Where can I go to gain support that will help me to make the change happen?

---

---

---

## SUPPORT NETWORK (Continued)

2. The change that needs to be made:

---

---

---

Why is it important for this change to occur:

---

---

---

---

Where can I go to gain support that will help me to make this change happen?

---

---

---

3. The change that needs to be made:

---

---

---

Why is it important for this change to occur

---

---

---

---

Where can I go to gain support that will help me to make this change happen?

---

---

---

## RELATIONSHIPS

Family and friends are an important part of our lives. Very often they are the people that we turn to when we are in need. a relationship that you would like to last a long time will take a great amount of hard work and a lot of love. Make sure that you let the people that you love know that you care for them and that they are important to you. Be sure to communicate how you feel.

The time that you have spent in the Department of Youth Services has not been easy on the people that you love. They are concerned about your future. Please take this time to think about how you can strengthen those relationships that are important in your life.

What steps will you take when you graduate from Homeward Bound?

### **Relationship**

1. \_\_\_\_\_

### **Steps that I will take to strengthen that relationship:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### **Relationship**

2. \_\_\_\_\_

### **Steps that I will take to strengthen that relationship:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### **Relationship**

3. \_\_\_\_\_

### **Steps that I will take to strengthen that relationship**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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